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ABSTRACT

Thirty papers are presented in this monograph providing insights, ideas, and directions for recreational sports professionals. Topics covered at this conference included: (1) administration and management of recreational programs; (2) program operation; (3) recreational theory and research; (4) professional development; (5) special interests and sports clubs; (6) outdoor recreation; (7) extramural sports; (8) career opportunities; (9) computer usage; (10) fitness swimming; and (11) sports officiating. The appendixes offer material on the National Intra-Mural Recreational Sports Association, including information about the 1985 conference and the association's constitution and by-laws. (JD)

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MANAGEMENT OF RECREATIONAL SPORTS

Selected Proceedings From The
Thirty-sixth Annual
National Intramural-Recreational Sports
Association Conference

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PREFACE

The educational process is an on-going activity that touches the life of every member of American society — some more deeply or broadly than others. For those of us who are directly involved in the Recreational Sports setting, it is important that we continue to actively pursue our own, personal education by keeping abreast of the various concerns, issues and developments in our field. A thorough knowledge of our specialized area provides us with the intellectual tools that give us scholarly leverage in our profession.

Although no single, well-edited book of readings can meet the challenge of offering all Recreational Sports professionals "need to know", it can provide some additional insights, ideas and directions. The information included in this publication can assist us in our efforts to provide responsible programming and valid research. This is made possible by the contributing professionals in Recreational Sports who care enough to share their insights and expertise so we all may continue to learn and improve our programs and ourselves.

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CHAPTER I

Administration and Management

EVALUATION OF CAMPUS RECREATION PROGRAMS

Matt Wever, University of Illinois

Campus recreation programs in the United States and Canada have been experiencing considerable growth since the 1960's. The changing interests and desires of the university population have resulted in a significant increase in both the scope and volume of campus recreation programs. The changing student, faculty and staff outlook on the types of programs offered by campus recreation departments has led to the development of new programs that reflect the needs, interests, and abilities of the university community. As a result, campus recreation programs have evolved to include a broad concept of recreational opportunities.

Consequently, campus recreation programs of today should provide equal opportunity for persons to participate in a variety of activities. These programs can include intramural sports, instructional programs, informal recreation or drop-in recreational opportunities, outdoor recreation, special events and/or a club sport program format. Thus, the goals and objectives of campus recreation tend to accommodate all the recreational interests generated by the university community. However, once goals and objectives have been established, an essential part of any program is the evaluation of it to determine if these aims are being achieved.

In most cases, it is not good enough to simply infer the results and worth of a program and then attribute them to various factors. It is however, not only necessary but essential to compare the stated intended outcomes of a program to the actual results. This is important because people in responsible administrative positions plus the universi-

ty community are starting to demand evidence that the participants in recreational sports programs are deriving the desired benefits from the financial commitment that is being provided. That is why an effective program of evaluation is so essential. The periodic evaluation of programs can prove their legitimacy and effectiveness while at the same time justifying their continued support.

Major Objectives of an Evaluation

Basically, an evaluation is a helpful, positive process which can aid in the rational and informed decision-making process. Although an evaluation can serve many different purposes, it ultimately is used to improve the leisure service delivery of a campus recreation department. Other reasons for program evaluation include:

1. Assessing the value, legitimacy, or worth of a program.

2. Obtaining evidence that will assess and demonstrate the effectiveness and efficiency of the overall program, or program areas with the general program.

3. Comparing different program methods or approaches in terms of effect.

4. Determining the strengths, weaknesses, successes and failures of a program.

5. Judging the quality of a program.

6. Determining program expansion.

7. Examining a specific program, process or service provided by a campus recreation program.

8. Determining whether or not a program is moving in the right direction.

9. Determining whether the needs for which the program is designed are satisfied.

10. Justifying past or projected expenditures. It can determine costs of a program in terms of money, human efforts or both.

11. Acquiring evidence to satisfy someone who has demanded evidence of effect.

12. Collecting information from different data bases that can later be used to undertake further research on program performances by creating a standard form from which to compare.

13. Providing a means for linking the university community, administration and campus recreation staff in the tasks of planning and delivering of program services.

These examples form a substantive basis or rationale to support program evaluation.

Implementation of Program Evaluation

An important notion associated with evaluation pertains to the statement that there is no single "correct" evaluation model that can be utilized to evaluate Recreational Sports Programs. However, enduring issues must be dealt with in evaluating programs. Grotelueschen et al (1974) identified eight issues of evaluation which should be addressed when developing an evaluation. They are:

1. Purposes: Why evaluate?
2. Audiences: Who is the evaluation for?
3. Issues: What questions should the evaluation address?
4. Resources: What resources are available for evaluation?
5. Evidence: What evidence should be collected?
6. Data-gathering: How is the evidence to be collected?
7. Analysis: How can the evidence be analyzed?
8. Reporting: How can evaluation findings be reported? (p. v).

Persons involved in evaluations must accept the concept that there is no single evaluation model applicable to all situations. Grotelueschen's list may be used as an agenda for developing an evaluation plan for a unique evaluation problem, as an agenda for judging the usefulness of an existing model for an evaluation problem and as an agenda to guide the development of a generalizable model. This list of issues can be used to guide the decision necessary in developing a generalizable program evaluation approach. Utility and simplicity are two characteristics of an evaluation model. The adopted evaluation methodology of the evaluation model should provide useful information to those who need specific program data. The information provided by the adopted evaluation process must be relevant, readily useable and presented in an understandable fashion.

Process — How to Accomplish the Evaluation

There are three basic steps involved in performing a program evaluation. They are:

1. **Establishing evaluation objectives** — It is essential that a great amount of time and energy be spent on developing objectives. Agreement on a few attainable objectives is better than trying to reach many vaguely attainable goals. The quality of the objective will also be

reflected in the selection of a measurement tool and in its ease of application to a particular situation. Develop an evaluation appropriate for the target audience and one which is within a department's financial resources, human capabilities and political environment to complete. Also consider the training background of the evaluator including previous experiences.

2. **Gathering Information** — Information can be obtained either from department records, questionnaires or personal interviews, depending on the major focus of the evaluation. For example, if information concerning the change in fitness levels of the participants is desired, the most precise method of evaluation should be by means of fitness tests. On the other hand, questionnaires or personal interviews should be used to reflect employee attitudes about a program. This section can be further divided into two areas; qualitative or quantitative measurements.

a. **Qualitative Measurement**: This type of measurement is comprised of a detailed description of situations, events, people, interaction and observed behaviors. It can include excerpts from documents, correspondence, records and case histories and direct quotations from people about their experiences, attitudes, beliefs and thoughts. The detailed description, direct quotation and case documentation of qualitative measurement are raw data from the empirical world. The data is collected as open-ended narrative without attempting to fit program activities or peoples' experiences into predetermined, standardized categories such as the response choices that comprise typical questionnaires or tests.

Qualitative measures describe the experiences of people in depth. The data is collected in an open-ended narrative in order to find out what people's lives, experiences and interactions mean to them in their own words and in their own natural settings. It permits the evaluation researcher to record and understand people as they describe themselves and their situations. Qualitative data provides depth and detail. Qualitative measures are longer and more detailed than quantitative measures. They also vary in content. Since the responses to them are neither systematic nor standardized, analysis of this type of measurement is very difficult.

b. **Quantitative Measurement** — This method relies upon the use of instruments that provide a standardized framework for measurement. It limits data collection to certain predetermined response or analysis categories. The experiences of people in programs and the important variables that describe program settings are placed into standardized categories and each are assigned numerical values. Quantitative measures are succinct, parsimonious and easily aggregated for analysis; quantitative data is systematic, standardized, and easily

presented in a small space. The research design should be relevant, rigorous, understandable and able to produce useful results that are valid, reliable and believable. On many occasions in the evaluation process, a variety of data collection techniques and design approaches are used. One useful technique is a survey instrument that employs the Likert method. This method provides a range of responses.

In many program evaluations, there is a combination of both a qualitative and a quantitative approach employed. However, an important point to consider when selecting the type of instrument to be used in the evaluation process is the ease by which it can be administered by a professional staff member. This will allow the evaluation to be conducted in house and possibly save you money from contracting an outside professional evaluator.

3. **Interpreting and Using Results** — The results of the evaluation should provide a comprehensive picture of the area analyzed. Success or failure criteria should be built into the program objectives. Then, it can be easily determined how much a program has met the stated objectives. Realistic action can then be initiated based on the findings of the evaluation process. Successful program evolution depends upon the judicious use of program evaluations and the prompt implementation of their results. The evaluation can allow for modifications within a program. It can also aid in facilitating immediate program improvement. Follow-up of the evaluation results is extremely important. Evaluations serve little purpose, if, after undertaking one, the feedback it generated is ignored.

CONCLUDING REMARKS

For a program to operate successfully in any setting, specific attention should be paid to whether or not the stated objectives are being met. Student, faculty and staff input, specifically their attitudes toward program offerings is infinitely important when considering program improvement. Many campus recreation programs have initiated and developed numerous program changes in an attempt to offer quality recreational opportunities for the entire university community. In many instances it has been accomplished without a formalized program evaluation. However, in order to understand and gain an awareness of the current and possible future recreational interests of a campus community, it is advisable that a systematic formal evaluation of the principal facets of a recreational sports program be undertaken.

Program evaluations not only can be used externally to justify a program existence, but more importantly it can be used by the internal decision makers to make intelligent choices concerning the program itself. Often these choices include improving the quality or appropriateness of

the program including the methods employed initially to attain the goals and objectives. Student, faculty and staff input, specifically their attitudes toward program offerings is infinitely important when trying to improve the present program.

The implementation of a program evaluation allows for the gathering of information that will provide the basis for decision making by the administrators of a campus recreation department not only for the present but for the future. It provides for the identification and determination of areas of concern and data to aid in judiciously utilizing both the human and financial resources of the campus recreation department. A comprehensive evaluation can supply helpful information pertaining to programs, services, staff, facilities and participants. The results can also indicate whether or not the program is responding to the needs and desires of the participants, while at the same time demonstrate concretely, a program's worth and importance. Lastly, it provides information to the campus recreation administrators about future growth and development of the campus recreation program regarding its delivery and enhancement.

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YOU CAN CONSULT AND MAKE MEGABUCKS

Gregory Wilhelm and Helaine Alessio, University of Maryland

There are many opportunities for NIRSA professionals to use their administrative and programming skills outside of the traditional collegiate setting. A consulting fee can be assessed for advice or services given. Recently, a growing number of companies and organizations have become involved in recreational projects. Often, these groups do not have the professional skills to organize and implement recreational pro-

grams. Subsequently, this provides outstanding opportunities for NIRSA professionals to utilize their experience by assisting these organizations. This paper focuses on the consulting experience of University of Maryland staff members for Suburban Bank of Maryland, and the concerns they had pertaining to the whole issue of consulting.

Many cities have been participating in the "Corporate Olympic Games" as part of an annual fund raiser for Special Olympics. Last year, 104 companies in the Washington, D.C. area applied for 30 team slots in a program called "Battle of the Corporate Stars", which is a take-off of the popular "Battle of the Network Stars". The winning corporation from the Washington, D.C. area would then be eligible for the national competition in Florida. The National championships competition for the best corporate teams was held last October in Fort Lauderdale, Florida. Suburban Bank, whom we eventually consulted for, was one of the corporations that applied for one of the 30 team slots in the Washington, D.C. area games.

The president of Suburban Bank initially assigned the task of organizing a team to an employee in their Human Resources Department. This person was responsible for organizing a separate field day to include employees of all the Suburban Bank branches in the greater Washington, D.C. area. From the results of competition, an All-Star team was to be selected from all participating teams to represent Suburban Bank in the Washington, D.C. Corporate Games. Responsibilities for administering the field day included organizing teams, programs, recreation site, publicity, and all the related events of the Corporate Games. Unfortunately, the individual who was assigned this task did not have a recreation or programming background. This person realized that help was needed in two major areas if the games were to be a success. The areas of concern were: 1) planning the events prior to the Suburban Bank Field Day, and 2) implementing them during the actual day of competition. The Intramural Sports and Recreation Department at the University of Maryland was contacted for assistance with this project. It was decided that this was a unique opportunity to use our programming abilities outside of our department. A meeting was then scheduled with the Suburban Bank representative to discuss the extent of the program and our roles as consultants.

After the initial meeting, a list was drawn up of the things that needed to be done, including the approximate time involved, facilities and equipment needed, and the consulting fee as well as compensation for the use of the Intramural Department facilities and equipment. A fee of $12.00 per hour was determined as fair since it was our first attempt at an outside consulting experience. A gift of $500.00 to the University of Maryland was also requested from Suburban Bank for use by the Intramural Sports and Recreation Department.

The task performed occurred primarily in two areas: 1) programming of events and 2) implementing the field day events. Programming responsibilities consisted of scheduling facilities, teams, times, designing course layouts, planning volunteer meetings, and team representative meetings. Implementing responsibilities consisted of actual facilitation of activities, training volunteers as officials and timers, constructing and setting up courses, such as the obstacle course, for events. Twenty team rosters and the list of events were received 3 weeks before the field day. From this information a schedule was devised. The time periods were tight. The amount of time each event would take was checked twice by actually going through each of them. Daily competition began at 9:00 a.m. in the pool and concluded with field contests at 6:00 p.m.

Over 700 people attended the Suburban Bank Field Day to cheer on co-workers, family, and friends in the serious and kooky events taking place. The pool events included the following: 25 yard men's and women's freestyle, backstroke, krazy kayak, and roaring raft relays. The track events included a men's and women's 60 yard dash, a big balloon blow-up relay, and obstacle course races. There was also competition held in tug-o-war, volleyball, and frisbee. The team names, such as Money Bags, Insufficient Funds, and special team t-shirts added to the festive atmosphere of the field day.

Upon completing the Suburban Bank project, several concerns were reviewed and discussed regarding the issue of consulting. For example, it is important to know your institution and department's policies and philosophy pertaining to outside consulting. Other concerns discussed were: 1) does your institution allow outside groups to use campus facilities? If so, are there any time constraints or fees? Many outside groups have members of their organization who are affiliated with the University through Alumni or other organizations which in turn make them eligible to reserve certain campus facilities during the year at "low priority use" times, 2) who is responsible for equipment? The provision and responsibility of equipment should be decided upon beforehand. Some equipment may have to be purchased by the organization, while some can be rented out by the University, 3) who is liable for the safety of the participants? Responsbilities for participant safety should be shared by both the department and the outside group. This can include first aid medics present at the field day and access to water and ice, 4) will any conflicts arise between on-going campus programs and the outside group? To avoid conflicts with other programs, reservations should be made well in advance for the needed facilities and equipment, 5) what, if any, fee should be assessed by the department for use of its facilities and equipment? Fees for services should be agreed upon and put in writing as soon as possible.

The pursuit of consulting jobs and the work involved should not take time away from the individual's departmental responsibilities. If consulting is acceptable to your institution and department, then it is all right for NIRSA professionals to pursue these opportunities. There are many organizations that need administrative and programming assistance for recreational projects. It is important to realize that consulting is more than just a money-making opportunity for an individual and the department.

POWER IS NOT A DIRTY WORD

STRATEGIES FOR INTRAMURAL-RECREATIONAL SPORTS MANAGERS

Dr. Mathew A. McIntosh, Drake University

Defining power is difficult. Yet, we recognize those who possess power and long to reap the benefits of being powerful. One concept suggests that power is simply "the capacity of an individual or group of individuals to modify the conduct of other individuals or groups in the manner which he desires and to prevent his own conduct from being modified in the manner which he does not want." (Tawney, 1952). In the Intramural-Recreation Sports field, this capacity would allow us to achieve our program goals. We could obtain budget requests, recruit essential personnel and expand or improve program operations otherwise blocked by conventional means. In short, we should not frown on the practice of achieving power but rather combine power with ethically-sound ambitions to achieve success in our efforts.

There are certain strategies in which this can be done. First, is to gain entry to the positions where power is located. Second, is to develop a power base by controlling administrative functions. Third, is to institutionalize or solidify a position for future needs.

The Entry

Every organization possesses, including institutions of higher learning, an inner circle of power regardless of its size, mode of function or interpersonal relationships within. Entrance to this circle can be achieved by positively mixing hard work, a low profile and specialization with a deference to superiors and agreement to inner circle priorities (McClelland, 1970).

Entry to circles of power begins by recognizing who has the power and attaching oneself to it. Termed "networking," this strategy is essential

for recognizing where efforts should be directed. This means serving on special committees chaired by those in power; volunteering for innovative programs (to report, evaluate, analyze or advise); or develop new programs in the IM-REC Department which would achieve the goals set by those in power.

The key to gaining power is to recognize that power derives from performance in activities not the personality of individuals. Power is never absolute and derives ultimately from the context of the situation (Salancik, 1977).

Once the niche has been achieved, frequency of interaction is a must. With increased visibility to superiors, the perceptual image of one's habits and mannerisms become very important. Admiration and trust leading to an invitation to the inner circle of power will depend upon how well an individual is viewed as "their type of person."

As the individual is preparing himself for entry, one must analyze how dependent one is on other individuals for his advancement. This dependency shows one's vulnerability, so recognizing where dependency rests is a must. This is reflected in understanding with whom resources are shared (facilities, equipment, personnel) and how ambiguous are program goals (target population, mission). Further dependencies rely upon the definition of the entrance rules prior to accepting a position (salary, extra responsibilities, operating budget, decision-making autonomy). The power to define under what conditions a person will work, or establish what is critical in an organizational mission, is no small power element.

The binding elements for entry are the possessions of great quantities of energy and applying that potential in a timely fashion. A person must be dedicated to establishing rituals with superiors over and above one's personal routine. Midnight oil must be burned, cups of coffee must be shared, and a superior's pet project must have priority. An understanding should be drawn between subordinate and superior which links the two to a common way of thought. This is strengthened by the subordinate who must offer advice, give criticism or praise in a timely fashion. In addition, the subordinate must always be available when a crisis arises to "put the fire-out," and use this opportunity to sell his abilities. The subordinate needs to be cautious of his autonomy. To become a "yes" man or "Gopher" would mean a loss of identity and mystique. The aspirant must feel out when a stand is necessary to maintain integrity and respect, yet still advance upwardly.

Preparation for persuading superiors as to one's credibility, begins with being informed. Opinions must be based on up-to-date, reliable evidence (from NIRSA or other professional sources). Important facts, arguments, statistics or quotations must be committed to memory, so

they are natural in your delivery. One's perceived competence is the most important factor when expressing a viewpoint. Examples of these concepts abound in IM-REC circles.

Student groups must be sold on why they should switch to NIRSA flag football rules for their own good. Budget amendments to keep a Graduate Assistant in the program, when cutbacks are evident, demands a powerful mix of attractiveness, delivery and style. Being informed is as important as learning as much as one can about those one will engage. Knowledge as to the basic values, language style, sources of pride and discontent, and known attitudes of the target group, will all effect how a subject should be addressed. Certainly an approach to a freshman sorority class should differentiate from a presentation to an upper class budget review board.

There are no simple generalizations on how to develop an individual style when dealing with the attitudes of those controlling entry to circles of power. The power of any given technique will vary with many factors. These elements are associated with credibility, the organization of the message, the characteristics of the superiors and many situational variables. Individually, they will work for some of the people some of the time. It is up to the perceptive subordinate to be aware of the subtleties and complexities of evaluating one's own "hits and misses" in attaining entry (Zimbardo, Ebbison and Maslach, 1970). Adherence to these strategies should enhance the possibilities for entrance to a position of authority with increased power potential.

THE POWER BASE

Once entry has been achieved, efforts to guide and direct others becomes the primary focus. Although raw and simplified when put in the context of black and white, these tactics to develop a power base should raise the question, "In our particular IM-REC Area, how can we best operate for our own interest as managers and for the good of the people under us?"

CONTROL LINES OF COMUNICATION

IM-REC Managers need to be cautious about how and from whom advice is taken. Decisions must be made in the manager's understanding of the situation. To act otherwise is action based not on advice but due to pressure. This can produce inconsistent decisions. For example, an outspoken equipment manager dictates that the new Director of Intramurals should be present at all nightly events, the director may find himself collared with a decision instead of a counsel. The manager is the responsible party and should not specifically call for advice. This subjects the manager to undue pressure and may align forces against him.

The concept, "I am always ready to hear your advice and ideas on anything" wastes time, confuses issues, dilutes leadership and erodes power (Sims, 1956). Counsel should be taken when the manager desires it not when one group of subordinates requests it. The whole process of regular communication is an over-spent dictum. It is advantageous to withhold information and time its release effectively. It is not the quantity of information that goes up, down or sideways in an organization that makes for communication excellence. Rather it is the determination of who gets to know what and when that leads to effective information flow. The new IM-REC Manager should be wary of this when making future plans such as adding a new event, amending out-dated rules, or dropping a program that does not serve the program goal. Completely open communication (responding to everyone who wishes information) deprives the manager of the power of directing information which should be his. Managers should avoid outward confrontation with dissidents, control agendas at all IM-REC meetings and involve closure of discussion aimed to subjegate his changes. Support must be developed from subordinates to offset the efforts of those opposed to these ideas. This is done through alliances, compromises and confidence.

ALLIANCES

Alliances provide subordinates a channel to advance in the IM-REC field and in return the manager develops a loyal group of followers. These groups are not protective devices but rather serve as ready-made systems of communication. Through these alliances the IM-REC director can learn first hand how his decisions are being carried out, what obstacles are being met and what the level of morale is in the organization at any moment.

COMPROMISES

The Director should always accept compromises as a means of settling disputes with some reservation. While appearing to change his view, he should continue to advance towards his set goals.

It is necessary to give ground in small matters, to delay or even make reversals in order to retain power for future advancements. Compromises should be more apparent than real. The Director should allow advisory committees or student IM councils to make recommendations as to the direction of the program. The present era of "democratizing" our organization has evolved to the point that everyone who is participating in IM-REC programs expects to have a part in the management of it.

As a result, the Director so often takes action with which he is not in agreement (i.e., we always change the policy just for this one time). For

the new manager, this pressure often arises from the influence of superiors or from the demands of customs and traditions. (How many times have we heard, "We always do it this way.") To give in undermines the manager's power and might cause a dangerous crisis. The technique of "negative timing" is advisable. The manager initiates the action but the process is put on hold while it is considered, studied and planned. Difficulties to be overcome and possible ramifications are examined. The manager is "in the process" but never does it or takes action too late. Dereliction is avoided as a result and the inadvisable program "dies on the vine". If the director permits himself to be so committed with open communication lines to so many subordinates, he cannot be completely frank, honest and sincere in all interpersonal relations.

CONTROL LINES OF SUPPORT

Everyone loves a winner and the wish to affiliate with persons, teams or ideas of success is a basic individual need (McClelland and Burnham, 1976). Garnishing support from superiors, subordinates or lateral relations is often dependent on their perceptual image of a winner. People will support those who exude confidence, always remain the boss and those leaders who have a timely flair for the dramatic.

CONFIDENCE

Once a decision has been made, the effective manager must give the perceptual image that one look and act decided. A Director who constantly gives the impression of knowing what one is doing — even if he does not — is using power and increasing it at the same time. As an example, introduction of new IM-REC ideas which administratively fall on bumpy grounds (much to the delight of those who opposed the concept) should be flavored in the terms of "growing pains" or supported by the expert knowledge that short term problems must be tolerated to attain long run gains.

REMAIN THE BOSS

There is a marked difference between being friendly and being friends. An atmosphere of social friendship interferes with the efficiency of an IM-REC operation and limits the power of the manager.

Personal feelings should not be a basis of action. Social distance must always be maintained between manager and subordinate. The manager must keep a line of privacy which cannot be transgressed. The relationship must be perceived as one of isolation and contact — near and far — of marginality. This tactic will produce an appealing mystique about the manager which influences individuals to assume that the manager can withdraw from personal involvement to run a competent program. And competent programs always draw support.

SELF-DRAMATICS

It would be foolish to assume that those managers who arouse the emotion for purposes of convincing or generating support have a skill any IM-REC director can always master with ample training. But the IM-REC director must try to determine what makes him effective and use this ability to secure what he wants. Support for an individual is not only generated by **what** one communicates but also **how** one does so. Learning how to dramatize oneself comes from sharply observing personal behaviors such as voice pitch, tone, color, speed, diction. The body can be trained as to powerful mime, gesture and posture. This is no easy job. But the effective manager must decide what his image will be and practice it whenever one can in manager meetings, protest boards, or IM-REC advisory councils. The range of improvement may serve to generate unexpected lines of support.

CONTROLLING LINES OF SUPPLY

Control over material resources and rewards through distribution of salaries and wages, services and other "fringe benefits" has been termed remunerative power (Etzioni, 1978). The literature abounds with the pros and cons of using these external concepts as a form of rewarding or coercing subordinate behavior (Miller and Hamblin, 1963). These studies do support the contention that rewards tied to a balance between group cooperation and individual motivation makes for a more productive organization (Okun and Divesta, 1975).

The IM-REC Manager must develop a system whereby expected rewards should be both attainable, simply understood and easily monitored. The POTACT system is such a structure whereby these supply lines of reward are attached to a balance of cooperating groups and competing individuals (McIntosh, 1984). This six-part system is adaptable for officials, supervisors and special interest groups (lifeguards).

This system's supply of rewards can be both intermittent and terminal. That is, rewards can be given at a moment's notice or applied at the completion of a project or program. This uncertainty tactic is a powerful tool especially in light of students upon the monies for academic survival. But saying "no" to supply of rewards is a unique position of influence and authority if done consistently. The moment the IM-REC Director says "yes" to some things because they are reasonable, he/she has become simply another decision maker. The key is to grant rewards infrequently, making a big deal of it to others. The reward must be sizeable so it appears that it is a collective decision and not a personal judgement. The IM-REC Director, thereby, retains one's power of objectivity, and is in complete control of the reward operation, although subordinates believe they control the means of achievement.

Tactics in the area of controlling supply lines rest heavily on the IM-REC director recognizing a system of rewards be balanced between group needs and individual interests. Rewards must be both visible, infrequent and substantial to have a powerful impact on subordinates.

INSTITUTIONALIZING POWER

Those in powerr act; those not, react. Once entrenched in a particular power, efforts need be funnelled toward ensuring that your actions will induce others to conform to your continual desires. This task for the IM-REC manager becomes less situationally dependent in lieu of more emphasis on perceptual images.

The powerful director presents to superiors the image that his staff is a united front. The staff conveys this image by wearing assigned uniforms, badges or labels. Policies are always visibly written, enforced and monitored. Training sessions are advised to formally sanction all procedures. Tests are a symbol demanding conformity while molding a united thought process. A formal chain of command should develop which gives the formal position of the director an outward appearance of power.

The director should always hide his dependencies. To be soley dependent upon any individual program operations is a costly trade-off. To have this known outwardly is administrative roulette. As an example, a facility coordinator who allows unauthorized keys to exist for lateral staff or service personnel will always be chasing shadows. Rather than approaching those holding the keys, the director should re-key the place and use it as a base of power. His dependencies are no longer evident.

Those individuals who oppose his ideas can be absorbed by "cooling the mark." In this technique, the non-conformist is given related tasks to perform outside the direct contact of an event. For example, a supervisor or official who constantly possesses a bad attitude in game situations and fails to see his weakness is a thorn to program tranquility. By altering his work sequence, the dissident can be challenged to appraise all officials and supervisors under the guise of administrative assistant. This gives the image to the dissident that he has taken on an important function (which it can be). To others, it gets him out of the way (Goffman, 1959).

Subordinates must know that a manager's decisions are condoned by those "from the top." This acceptance of your formal position legitimizes the director as leader. The perceptual image displayed in this case is known as "trappings." Some examples include the display of degrees, publications and awards in a dominate place in your office. During staff meetings, superiors can be addressed on a first name basis. Newspaper coverage of one's program also aids the acceptance process.

In addition, the Director must dress for success. Constant wearing of sweat outfits, blue jeans and a casual apparel suggests the director is a less serious, easy-going individual, with an emphasis on being where the action is. A more powerful image for the Director is one who wears dark suits, 3/4 length overcoat, is clean-cut and creates the action. People form inferences based on limited generalizations. Symbols of dress or attire take on this significance. An image will be manufactured toward your competence and capability. Managers look like managers, workers look like workers. Directors who want power should recognize this element of impression management.

A powerful manager always avoids routinization. There must be times when the manager is not available to the public, superiors and subordinates. This adds a mystique to the management philosophy which exclaims, "I am my own man and my time is my affair." This technique termed "power approval" suggests that successful managers withdraw in timely fashion in order to avoid unnecessary meetings, cut trivial debates and allow one the opportunity to reflect and make choices. Powerful managers often leave the premises to perform this function.

A final power technique is the establishing of symbols. A sense of permanency is evoked when an organization develops a logo or catch word to define its existence. The NIRSA logo is emblematic of the power concept of symbols. IM-REC Sports Departments have been termed **BRIM** — Bulldog Recreation & IM Sports: IMS — Intramural Sport; IRA — Intramural and Recreational Activities. Symbols & logos are the crowning piece on a program that is permanent, professional and polished.

Conclusion

Effective IM-REC managers are not motivated by an interest for personal promotion, or by a need to get along well with subordinates but rather by a need to influence others' behavior for the good of the whole organization. In other words, good managers want power. It is neither immoral nor cynical to recognize and describe the actual daily practices of power. Making believe power does not exist will not cause power to vanish. Open and honest discussion of the political aspects of an administrator's job reveals many strategies which an IM-REC aspirant may use constructively.

This paper reviewed power at three levels. Level one revealed that entry to power circles was situationally dependent. Level two which involved developing a power base after entry relied heavily on control of lines of information, supply and support. The final level, institutionalizing power, rested heavily on impression management and the creation of positive perceptual images. IM-REC managers must accept that power must be included in their philosophies of management. If this article succeeds in aiding that cause, then it will have served its purpose.

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PREPARATION OF VIDEO TAPES FOR USE IN ORIENTATION OF CUSTODIAL STAFF IN RECREATION FACILITIES

Dr. Betty Montgomery, Northern Illinois University

The construction of recreation facilities on the college or university campus not only creates a new and exciting environment for the participant, but also a new environment for those responsible for the care and maintenance of these facilities. Because many new materials are being utilized in the construction of these facilities, maintenance personnel often find themselves unfamiliar with proper procedures for cleaning.

In order to maintain these facilities properly, recreation administrators should place a higher priority on effective training of custodial staff. This training effort to acquaint custodians with the techniques and methods for cleaning recreation facilities is even further complicated by the high turnover rate of staff and the advancement in cleaning technology. This in turn requires revisions in training procedures, cleaning methods and materials. Therefore, time and money spent in a comprehensive orientation of custodial staff is an investment that can contribute to the successful maintenance of a recreation facility. The use of "how to" video tapes can help in the training of custodial staff by familiarizing them with the new cleaning methods and materials currently available.

Video tapes are not difficult to make under the proper guidance and direction of the on-campus agency responsible for media productions. This service is often available to the recreation staff at a nominal cost. Before contacting this media agency, the recreation professional should (1) collect materials from manufacturers describing the care and maintenance of their product, (2) determine the method of production; i.e., action video, still video, (3) write the script for the presentation, (4) identify areas to be photographed or video taped, and (5) prepare a story board. After these tasks have been completed the media services agency is then contacted and a time arranged for photographing. It is important for the recreation professional to accompany the photographer.

When the photographing is complete and the slides have been processed, they should then be placed in a sequence according to the script. A narrator working with the media technicians will assist in the video taping of the presentation.

Collecting Manufacturers' Materials

Once the surfaces needing special care have been identified, the manufacturers should be contacted pertaining to the care and

maintenance of their product. It is extremely important not to guess. Incorrect procedures can result in permanent damage to floors and walls. Also warranties may not be valid if the wrong cleaning supplies are utilized or if the wrong techniques are applied. Therefore, the manufacturers' recommendations are extremely important in the making of the training tapes.

Determining Video Tapes Training Method

The cost of making a video tape can vary from approximately $200 to $2000 depending on the length and method used. There are two types — action video and still video. The action video is much more expensive to prepare than the still video. Following is a discussion of the still video. This method is more economical and consists of preparing slides and video taping them in sequence.

Preparing Scripts

Each surface or area to be discussed should be addressed as a separate segment of the tape. The following outline will help in the organization of a tape:

I. Description of area to be cleaned
II. Tools and supplies needed to clean area
III. Procedure for cleaning area
IV. Importance of a clean area

Sample Training Tape

Following is an example for the preparation of a custodial training tape:

Illustration 1
Maple Flooring

I. Description of Area To Be Cleaned

Maple flooring can be maintained with a minimum of care. With proper maintenance, maple flooring will retain its beauty for many years.

II. Tools and Supplies Needed To Clean Area

The tools used for maintenance of maple flooring include a dry untreated mop, an electric buffer, a dry cloth, and a finish remover.

III. Procedure for Cleaning Area

Maple flooring provides an excellent surface for racquetball/handball courts and for facilities used for aerobic exercise, various dance forms, and martial arts. Proper care of these floors will insure the life, beauty and utility of the surface. Floors should be dry mopped or swept with a bristle brush broom daily. Water should never be used on the surface for

cleaning purposes. Floors should be checked daily for scuff marks. Marks are best removed by buffing with an electric buffer. After buffing, floors should be swept to remove any loose dirt. Water or other spillage should be wiped up immediately to avoid staining. Heavy marks and discoloration can be removed with a finish remover applied with a soft cloth.

IV. Importance of a Clean Surface/Conclusion

Floors that are maintained daily are more easily kept clean and will last for many years.

Identifying Areas To Be Photographed

Using the script as a guide, identify the areas to be photographed. Each segment should begin with a title slide, followed by a sequence of slides corresponding to the explanation covered in the script.

Illustration 2
Maple Flooring

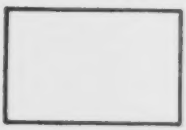
Slide	1	Title Slide
Slide	2	Racquetball Court
Slide	3	Activity Room
Slide	4	Tools Needed
Slide	5	Racquetball Court
Slide	6	Activity Room
Slide	7	Sweeping with Push Broom
Slide	8	Close-up Scuff Marks
Slide	9	Electric Buffer Cleaning Floor
Slide	10	Sweeping with Push Broom
Slide	11	Wiping Up Spillage
Slide	12	Heavy Marks
Slide	13	Activity Room

Preparing Story Board

The story board is a combination of the previous two steps — writing the script and identifying the slides to be taken. Illustration 3 shows the synchronization of the slides and the narrative.

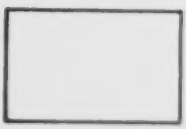
(1) Title Slide

(2) Racquetball courts



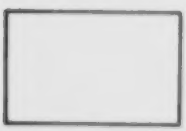
Maple flooring can be maintained with a minimum of proper care.

(3) Activity room



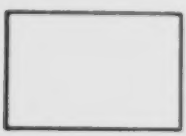
Given the proper care it requires, maple flooring will retain its beauty for many years.

(4) Tools needed



The tools used for maintenance of maple flooring include a dry untreated mop; an electric buffer; and a dry cloth.

(5) Racquetball court



Maple flooring provides an excellent surface for racquetball/handball courts and for rooms used for aerobic exercise, various dance forms, and martial arts. Proper care of these floors will insure the life, beauty and utility of the surface.

(6) Activity room

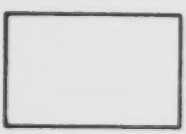


Illustration 3

(7) Sweeping with push broom

Floors should be dry mopped, or swept with a bristle broom daily. Never use water on the surface for cleaning purposes.

(8) Close-up of scuff marks

Floors should be checked daily for scuff marks. When marks are present they should be removed by dry buffing with an electric buffer.

(9) Electric buffer cleaning floor

After buffing, floors should be swept to remove loose dirt.

(10) Sweeping with push broom

Water or other spillage should be wiped up immediately to avoid staining.

(11) Wiping up spillage

Heavy marks and discoloration should be removed with a "finish remover" applied with a soft cloth.

(12) Heavy marks and finish remover

Floors that are maintained daily are easier to keep clean and will last for many years.

(13) Activity room

Photographing

The photographing session should be well planned before the photographer arrives on the scene. Using the list of slides previously developed, plan the sequence of photographs to be taken. This will help to expedite the process.

Some slides can be shot in the studio. Those identifying cleaning products are best photographed with colored backdrops. Actual products used by the custodial staff should be photographed. The presence of talent is important in slides demonstrating "how to." Student employees or custodial staff may be used for this purpose.

Any props (buckets, mops, vacuum cleaners, etc.) needed should be assembled in the areas where they are to be photographed. Gathering these items prior to the photographing session saves time. In many instances the same equipment will be used in several segments.

Preparing the Presentation

Using the story board as a guide, slides should be placed in sequence for viewing and in preparation for narration. At this point it is important to secure the services of the media agency lending assistance because the production becomes technical. The recreation professional moves into the background but still plays a key role as the consultant.

Good narration lends quality to the presentation. Often media agencies work closely with individuals who have expertise in this area. If a narrator is not available through this service, choose one carefully. An individual who reads well and enunciates clearly is generally a good choice.

Title slides are essential for identifying segments of the presentation. These are easily prepared by media services. Other slides should include those giving credit to persons contributing to the presentation. These are easily prepared by media services.

Conclusion

A visual tool can be an invaluable method for disseminating information regarding cleaning techniques used in the care and maintenance of surfaces in new recreation facilities. The nominal cost in preparation is a small investment to pay to increase the life and service of the facility.

THE "LEISURE TIMES"

Dr. Robert K. Whitehead, University of Idaho

Introduction

For many years the slogan of a prominent international corporation was "Progress Is Our Most Important Product." In the intramural-recreational sports domain, a comparable slogan would be "Service Is Our Most Important Product."

Service is the lifeblood of recreation programs. If programming, scheduling, staffing (i.e. officials, supervisors, lifeguards), equipment, and facility services falter, then program quality quickly declines. Even when such services are well developed, a program can be found lacking if participants and potential participants are not well informed as to what is available, why participation is important, and how to get involved. Therefore, publicity of a well-planned and well-executed public relations program, in particular, is essential for a thriving, progressive intramural-recreational sports program.

Public relations is the ongoing, ever-changing, adaptive management plan of action designed to gain public understanding and acceptance of products, programs, and services. A significant component of a comprehensive public relations program is publicity or the means by which various aspects of intramural-recreational sports programs are made known to people.

Newspaper Effectiveness

Common forms of publicity include flyers, posters, brochures, bulletin boards, handbooks, calendars, meetings, radio and television announcements and face-to-face or word-of-mouth communication. All these forms of publicity can and have been used effectively in promoting programs. If one seeks a truly comprehensive public relations program, however, then the "newspaper" should be included in the master plan of action.

Why does an intramural-recreational sports newspaper have the potential to be such an effective public relations tool? The answer can be found in the comparison of the value of a newspaper with other promotional-publicity methods and materials.

1. Attractive materials such as handbooks, brochures, and calendars provide excellent information, often for a semester or year in advance. Unfortunately, information quickly becomes incorrect should program,

schedule, policy or rule changes occur during the designated time span. A newspaper published on a regular basis serves to keep information updated as well as to highlight upcoming events.

2. Innovative flyers and posters are great attention-getters but are generally limited to notification about a single event, activity, or program. A newspaper, being versatile, provides a vast amount of information on a wide variety of topics.

3. Bulletin boards, electronic signboards, and sidewalk sandwich boards are also effective sources of information, but people must come to the source to receive it. A newspaper can be distributed directly to large numbers of potential readers through a variety of effective distribution methods and techniques.

4. Many forms of publicity such as signs, posters, bulletin boards, and the like rely on the viewer's power of recall to remember the message conveyed. Since a newspaper is directly in the hands of the reader, information is readily and quickly available as needed.

5. The face-to-face exchange of information between people is an extremely effective way of promoting the intramural-recreational sports program, but the information to start the verbal person-to-person chain reaction must come from somewhere. The information can come from a meeting or any other reliable source. For quantity and quality the newspaper is also an excellent source of such information.

6. The university or college student newspaper is an excellent source of campus-wide "news" but recreational news is commonly limited to selected program bits and pieces. A newspaper devoted exclusively to leisure time activities provides full program coverage.

The comparison of the newspaper with other promotional methods, materials, and techniques reveals that the newspaper is an extremely versatile and effective tool in a comprehensive intramural-recreational sports public relations program. It is not suggested that the newspaper replace other approaches but, instead, that it supplement common methods and techniques with the intent of keeping people better informed and raising the level of awareness and acceptance of the intramural-recreational sports program.

To include a recreation newspaper in the repertoire of public relations tools requires planning and development in five major areas: (a) management, (b) design and format, (c) content, (d) budget, and (e) distribution.

Management: Burden or Blessing

Publishing a newspaper, like other intramural-recreational sports endeavors, requires time, effort, and organization. If the project

becomes a one person operation, the pressure to meet deadlines can quickly become a burden. On the other hand, when one person serves as editor and utilizes various human and operational resources available, management is much easier and the project becomes a blessing.

Taking the "work" out of publishing a newspaper involves three main factors: delegation of responsibility, standardization of guidelines, and utilization of a production schedule. First, the editor must delegate to others the responsibility for preparing stories, developing graphics, and the taking of pictures and print of photographs. This basic requirement distributes the workload so each person has a manageable number of tasks. Second, completion of assignments can be simplified by providing staff with standardized formats and style. Such guidelines not only improve quality control but make it easier for the editor to cut and paste-up copies suitable for reproduction. Finally, use of a production schedule clearly identifies what must be done and when it must be done so the paper can be placed in the hands of the reader on time. A well-planned schedule that is followed keeps work under control and minimizes the chance of last minutes panics.

Design and Format

It is likely that most, if not all, the effort to prepare each edition of the newspaper for duplication will come from the intramural-recreational sports staff. While this group of people may be very enthusiastic, they probably will not have much practical experience. Therefore, the job of putting the paper together can be made easier by standardizing little details such as print size and style, display and story heading format, column width, photograph size and configuration (horizontol or vertical), caption format, and the like. In addition, a basic plan for graphics can be developed utilizing commercial clip art materials, popular sport magazines, and sporting goods catalogs. Standardized formats are a great help to the editor for they make the cutting, laying out, and pasting-up the final copy a much more manageable project.

It is important that the front page of the paper attract the attention of potential readers. This is accomplished with a unique "flag" or display heading design, some attractive graphics, at least one group or action photograph, and a feature story of notable importance. If the attention of the reader is captured on the front page, the reader will likely continue on to the following pages. Regardless of the page location, there should be good balance between graphics, photographs, advertising (if utilized), and story appeal.

Content

It is probably a good idea to begin publication with a modest size paper

of two pages — one sheet printed front and back. Initial efforts might concentrate on three areas:

1. Basic date-time-place information such as entry deadlines, starting dates, and notices of captains meetings and officials clinics.

2. Information recognizing participation and achievement in intramural activities. This is an excellent area for photographs and the reporting of participants' names.

3. Short features on upcoming events. This is a good area to stimulate interest and, again, recognize past participants and champions.

As the paper becomes established, it may be desirable to expand coverage to include special "focus" stories on programs, teams, individuals, or living groups. Additional areas might include problem discussion and analysis, identification of needs and concerns, and the inclusion of sports games, quizzes, and puzzles. One might even envision special sections for informal recreation, club sports, outdoor programs, student union activities, and health and fitness information.

Paying the Bills

Publishing an intramural-recreational sports newspaper does not have to be a costly venture. It can be financed by the program budget, through the selling of advertising, through the underwriting by corporate business, and, indirectly, through the barter system.

Intramural-Recreational Sports Budget: The most appropriate means of financing the paper may be through the program budget. Table 1 shows that, with today's quick copy technology which is available on most campuses, a paper based on do-it-yourself typing and layout, simple clip art graphics, and up to four photographs can be imprinted on 8½" x 11" paper (front and back) for about $35.00 per 1000 copies. If the newspaper were expanded into a four page edition (11" x 17" paper folded in half), the cost would be approximately $56.50 per 1000 copies. The cost to produce nine monthly issues of 1000 copies each during the academic year would then range from $315.00 to $508.50. The actual cost of production would vary from one college or university to another. The cost analysis does not include labor, which may or may not be considered an actual expense in the program budget.

Sale of Advertising: The sale of advertising can offset the cost of publication, but one should investigate several considerations before utilizing this approach. First, someone will have to take the time to solicit advertising, design layouts, make billings, and collect fees. If the intramural-recreational sports staff does not have time to do this, these services will need to be contracted. Second, the inclusion of advertising will either increase the size of the paper, thus increasing publication

cost, or reduce the space available for recreation news, thus possibly decreasing the effectiveness of the paper. One must determine if either of these consequences are acceptable. Advertising has its benefits, but if used to excess it may detract from the primary focus of the newspaper, namely to promote the intramural-recreational sports program.

Underwriting: Some businesses, in particular nationally known companies, may be willing to finance the full cost of the newspaper in exchange for generous advertising. A notable caution: Make sure the company has high ethical standards and that the goods or services being promoted will not tarnish the image of the intramural-recreational sports program.

Barter System: The barter system does not actually provide money to pay bills but it is a good way for two parties to exchange goods and services without using money. For example, the newspaper can be used to provide a business free advertising in exchange for such items as food, merchandise, certificates, or coupons. The items can then be given out to recognize achievement and participation in the intramural-recreational sports program. The goods and services will not pay for the newspaper but substantial savings may be realized in the recognition and awards portion of the budget. It is interesting to note that many business men and women who are unwilling to write a check for advertising will donate goods and services for the same advertising.

Distribution: Despite the value of a newspaper as a public relations tool, the newspaper is not the primary focus of the intramural-recreational sports program; therefore, one can expect funds for such a publication to be somewhat limited. A well-funded student newspaper may be able to place large quantities of papers at building entrances, in hallways, and near stairways all over campus but this probably will not be the case for an intramural-recreational sports newspaper. Circulation will be much smaller and it will be important to utilize only the best distribution techniques and locations. Therefore, consideration should be given to the following as possible approaches to distribution:

1. Send one or more copies directly to the intramural manager of each residence hall, fraternity, sorority, and off-campus living group.

2. Send a copy to each member of the student senate.

3. Work with the Housing office to send a specific quantity of papers to each residence hall advisor for posting and direct distribution to students.

4. Place "newsstands" in the lobby of or near the entrance to key facilities such as cafeterias and snack bars, student union building, library, physical education building, and recreation centers. Additional

locations might include major pedestrian walkways and entrances to locker rooms, gyms, and equipment checkout centers.

5. Send copies directly to selected faculty, staff, and administrators.

Whatever the approach to distribution, it is important to place the newspaper into the hands of people rather than have the paper left lying around where it will never get read.

Conclusion

An intramural-recreational sports newspaper is a valuable asset to the campus recreation program. With careful planning, its publication will not take a great deal of time, effort, or money. Prior to embarking on such an endeavor, it is helpful to examine program philosophy and to seek direction and guidance from persons with expertise in publication design, marketing, printing or duplicating, and business management. Thereafter, one can begin to blend together ideas from the intramural-recreational sports staff and develop a set of sound management principles and techniques.

Publication of the first issue will be the culmination of the assembly of many individual ideas and will pave the way for succeeding editions. As each edition is developed, new ideas emerge, designs and formats improve, and management techniques come to be refined. The best part of the project is that students, faculty, and staff will benefit from a new, spirited form of communication which will help people make more effective and enjoyable use of their leisure time

TABLE 1

INTRAMURAL-RECREATIONAL SPORTS NEWSPAPER PRODUCTION COSTS

Cost Factor	Paper Size	
	8½" x 11" (both sides)	11" x 17" (both sides)
Typing/Word Processing	Do-It-Yourself	Do-It-Yourself
Graphics	Clip Art	Clip Art
Photographs (set of 4)	$5.00	$5.00
Paste-up	Do-It-Yourself	Do-It-Yourself
Printing/Duplicating[a] (cost per 1000 sheets)	$30.00	$44.00
Folding	Not Applicable	$7.50
TOTAL COST	$35.00	$56.50

[a]includes materials and labor.

NOTE: Any labor costs associated with the preparation of the newspaper for duplication and distribution of the newspaper are not included in the total cost.

Risk Management

John Colgate, Western Illinois University

Although total elimination of injury in the recreation/intramural program is impossible, the number of occurrences and severity of the injury may be reduced by establishing proper procedures in regard to the activity conducted and the facility utilized. Most recreational sports professionals are aware of the fact that we are in the business of "risk management". This means, when a participant receives an injury while participating in a recreational sports activity we, as program directors, are directly or indirectly responsible for the well-being of that participant.

As risk managers, we are concerned with both a participant's injury and the possibility of being sued. Even though the individual directly responsible for the activity may be the primary defendant in most cases, recreational sports directors can be named as a co-defendant because of the related administrative responsibilities. The chief concern for the recreational sports administrator should be for the safety of all the participants while at the same time not curtailing the enjoyment of the activity.

Identifying Risk

According to Dougherty (1981), a well known author and consultant on tort liability cases, there are three things a good risk manager must do:

1. Identify all possible risks. (Be aware of what the various risks may be in your situation.)

2. Identify and implement solutions or tools to reduce these risks. (An important element of this is documentation. Good documentation can save people in the court room while a lack of it can crucify them. Anyone who doubts the importance of supervisory plans, duty rosters or lesson plans has never been in a good court case. Recreation supervisors have been saved because they had good duty rosters. These individuals showed that the various tasks under their supervision were being taken care of and they were doing things expected of them to minimize risk.)

3. Monitor and re-design the program continually, to maintain the lowest possible level of reasonable risk.

It is virtually impossible to totally eliminate risk. However, the effective risk manager spends a great deal of time identifying program risks and attempting to notify the participants about the possibility of bodily harm (risk) that may be associated with their participation. If individuals are going to administer an effective and well-rounded program, they most likely will include activities which may involve some risk. There is almost no

way to provide a multi-faceted program without involving a certain amount of risk; however, the good risk manager can identify the possible risks and be prepared to offer emergency care to the participant should an injury occur during participation in a sponsored activity. The administrator should be convinced that the values gained from the program offered outweigh whatever the minimal chances there are for injury.

Informing the participants of the inherent risks involved while participating in a particular activity or program is of key importance. When individuals are aware of the risks of participation and they extend themselves beyond reasonable limits, resulting in injury, they do not have very sound grounds for pursuing a law suit. However, this does not release the supervisor or administrator from caring for the individuals in a prudent manner. All rules and regulations pertaining to participation, whether it be structured or unstructured activities, should be clearly posted. Also all personnel involved with these events should be aware of them especially those dealing with safety procedures.

Environmental conditions is another element that can pose risk problems. To help eliminate the risks posed by this problem, establish and follow a regular inspection plan for all equipment and facilities. This should include both proper repair and installation. Be aware of any kind of specifications involving playing fields and the recommended safe distances between the fields. Following is a check list for facilities:

1. All playing surfaces and related equipment should be approved and installed under the direction of qualified personnel, or by the designated manufacturer.

2. Daily inspection is the responsibility of all participants and assigned staff.

3. Immediately remove or correct all hazardous situations that interfere with the safety of the participants.

4. All available safety devices must be employed for intended activities.

5. Use equipment only as intended by manufacturer.

6. Activity should be suspended until damaged items are repaired or replaced.

7. Dispose of irreparable or obsolete equipment.

8. All activity areas must be accessible to emergency vehicles and emergency personnel.

9. All necessary keys should be provided to every coach and supervisor.

10. Communication equipment to emergency personnel must be established, maintained and proximal to all activity areas. (Wyness and Long, 1985)

Supervision

Because of the nature of intramurals and campus recreation, it is extremely important that qualified supervisors be used especially when required by our university or state law. Individuals should never supervise in an area that is beyond their ability. Job description for all supervisors should be clearly spelled out so that each is aware of the responsibilities involved. Each state and university may have different requirements regarding the amount of training and type of supervision necessary tor each particular recreational sports activity. Even if a state or university does not have written regulations pertaining to supervision it does not release nor absolve the risk manager from the responsibilities of administering the program.

Anyone who is in a supervisory position should know and be able to properly apply first aid whenever necessary. An important point for managers to remember is that while you are obligated to take any and all lifesaving and injury-reducing steps, you are not obligated to succeed in the attempt. For example, if someone stops breathing and you apply mouth-to-mouth resuscitation in a proper manner, you are not necessarily liable if the individual cannot be revived. Many first aid squads are available to come to your institution and offer a course in first aid for your staff at no cost. Also, you should provide the opportunity for your staff to take an emergency care first aid refresher course if this is possible.

When a supervisor is on duty, it is of prime importance that the individual be visible to the participants. An excellent method to employ is to identify the supervisors by having them wear specified clothing which is easily recognized by everyone. The supervisor should also be instructed that the primary responsibility is supervising and that other assigned duties or personal activities are secondary. Another policy that should be implemented and made known to all supervisors is the cessation of all activity in the area where an injury occurs until proper attention is given to the injured person.

Lastly, the supervisor should be prepared and be able to make sound judgments regarding the injury situation. Wyness and Long (1985) suggest four basic decisions that the supervisor must be able to make:

First Basic Decision. Is the injury life-threatening as a result of airway obstruction, drug overdose, respiratory failure, severe bleeding, cardiac arrest, spleen injury, head injury, heat illness, cervical spine injury?

Second Basic Decision. Is emergency professional medical coverage indicated?

Third Basic Decision. Is immediate on-site emergency care necessary? Things to be considered are a) the scene and position of the injured person, b) the condition of the victim, conscious or unconscious, c) the breathing of the injured party, difficult, labored, and d) severity of the injury, bleeding etc.

Fourth Basic Decision. When is it appropriate to move the injured person?

Documentation

There are two basic areas that a risk manager must be concerned with when it comes to documentation. The first area pertains to rules, regulations and emergency procedures. These documents should be posted in an appropriate location and all personnel should be familiar with their contents as well as the methods of implementing them. Although rules and regulations vary with each institution, there are two generally accepted emergency procedures that are employed: (1) emergency phone numbers should be visible beside accessible phones and, (2) emergency first aid supplies should be easily accessible to the supervisor.

The second area of documentation pertains to accidents. There should be a complete and accurate injury report form filled out by the supervisor including a detailed account of how the injury occurred; witnesses; condition of area; time; first aid administered; procedure followed if injured was transported for treatment; and any follow-up procedures taken by the supervisor.

The major concern of the administrator should be to attempt to eliminate as much of the risk as possible. The second concern should be the establishment of good procedure for caring for the individual in case of injury. Finally, the administrator should be aware of the value of accurate records and documentation.

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COMPUTERIZATION OF A RECREATION CENTER USING ONE MICRO-COMPUTER

Brian M. Haderlie and Susan C. Brown, Saint Louis University

There is no longer any doubt that a computer can aid in the administration of intramural-recreational sports. Educational institutions have recently discovered the important advantages of using computers in the educational process. NIRSA professionals have also learned that there is a potential to streamline operations with the use of computers (Pear, 1984).

Lamke (1984) states that the creation of pertinent software to go with relatively low cost hardware suggests an increase in usage by recreation professionals. The question remains, though, how many agencies are utilizing computers in the management of their programs?

By means of a "Comparative Study of Computer Usage in Recreational Sports in California", it was determined that the use of computers for recreational sports administration in that state appeared to be growing. Nearly one-third of the agencies surveyed were currently using a computer in their programs, while another 16 percent of the total sample indicated that their agency was in the process of moving to computer usage in the administration of recreational sports programs (Lamke, 1984).

Getting Started

With an ever increasing number of recreation professionals utilizing the computer in the management of their programs, there is also an increased need for better communication and sharing of ideas and experiences within the profession. Many fine articles have been written to aid the recreation computer novice in determining computer needs — or in other words, how to develop a needs assessment analysis (Holley, 1983). A needs assessment for computer implementation would generally consist of the following four steps:

1. Determine whether a viable computer need exists and whether that need can be justified by the time and money saved.

2. Determine which software package (the working program) can best meet your needs.

3. Determine which type of hardware (computer) will best run the selected software.

4. Continued maintenance, improvement and upgrading of both the software and hardware purchases.

Basically, there are three methods by which a computer user can program the computer. One, contract a private programmer with little or no experience in the Intramural-Recreational Sports profession to write a specific program to accomplish the desired task. Two, purchase a currently marketed program that has been developed for a related application which may or may not meet a specific need. Three, purchase a computer program which helps the layman create sophisticated programs without extensive computer training. These programs are generally called "canned" programs and include spreadsheets and database management systems.

Holley (1983) suggests "that you **hire** or **acquire** the expert knowledge of a computer consultant or knowledgeable person in your organization. Also, this person should be one that would not benefit financially by suggested recommendations and would base opinions on money saved, man hours eliminated and efficiency improved." Furthermore, as Sharpless (1983) states, "The quickest and easiest way to get through the computer maze is with the help of one's colleagues . . . it is infinitely better to learn from the mistakes of others than from repeating them." Many individuals and agencies are willing to share information concerning the usage of computers in intramural-recreational sports without any fees or strings attached. All one needs to do is ask.

Recreational Applications

There are numerous applications for utilizing the personal computer in the recreation setting. The nature of these applications is only limited by one's willingness and ability to "play around" with the various software packages available. Many of the capabilities of this software can be utilized to simplify the many tedious and time-consuming administrative tasks.

Generally, when recreation professionals speak of using computers in their programs, the topics discussed are specific applications such as sports scheduling or participant registration. However, it is the author's opinion that the computer is better suited and will give more immediate results if it is first used for basic office administration, such as those previously mentioned tedious and time-consuming administrative tasks, and then used for specific management applications. This is the approach which has been taken in implementing computer usage at Saint Louis University. Using just one micro-computer (an Apple IIe), the following applications have been implemented: word processing, personnel file management, payroll, intramural point systems, team sports scheduling, facility scheduling, inventory control, budgeting, financial accounting and facility usage.

Several basic software packages were obtained and have already paid for themselves in terms of work productivity and work hours saved.

These software packages are used by the facility manager, the intramural and recreation programs coordinator, the services coordinator, the office manager and several student administrative and clerical assistants.

PFS Write, manufactured by Software Publishing, is one package utilized widely. This is a word processing package which has a variety of uses. At Saint Louis University, it is used primarily to create almost any type of form necessary such as entry forms, applications, and accident report forms just to name a few. In addition, policy and employee manuals are "saved" through the use of this program which has proved to be an enormous time saver with regard to retyping entire pages when only a one line correction may be necessary from year to year. Of course, other word processing packages such as Word Star or Word Perfect are available to meet one's needs or specific computer configuration.

PFS File and PFS Report, also produced by Software Publishing, can aid the recreation administrator as well. PFS File can be used to create and store personnel files and to print mailing labels or employee lists from the files created. PFS Report will generate reports one designs from the information stored on PFS File. A typical report generated may be a list of all student employees, their phone numbers, hourly wages, CPR certification expiration dates and social security numbers. The user designs the report, so the user receives only the information wanted for that specific report.

PFS Graph, manufactured by the same company, can aid the administrator in printing graphs and pie charts when used in illustrating reports with information stored on the other PFS packages. Each PFS program is easily purchased at any computer store for about $125.

Multiplan, manufactured by Microsoft, is also utilized frequently in the office setting. Multiplan is a spreadsheet (similar to Visicalc and Lotus 1-2-3) which is used mainly when numerous mathematical calculations are necessary. Such uses are payroll, budgeting, program participation, revenue reports, intramural point systems and facility usage reports. This package costs about $195.

PDSI (Professional Data Systems, Inc.), an intramural scheduling package which costs approximately $299, is one of several sports scheduling packages currently on the market and is very useful in a large intramural program. PDSI can generate season schedules, weekly schedules, team schedules and rosters and individual game sheets. It can aid the program scheduler in keeping track of team and player eligibility, game scores, rosters and can track a player who signs up to play on more than one team. This can be of great assistance when more than 100 teams consistently enter a team sports program. Institutions

where the average participation is less than 100 teams usually find computer scheduling packages difficult to use effectively because of the unique characteristics and needs found in most smaller intramural programs.

Conclusion

Although not totally comprehensive, one micro-computer is being effectively used at Saint Louis University to perform many administrative tasks with minimal effort. Other universities and agencies have used the computer in a similar fashion and have described their applications in literature. Haderlie and Bennett (1984) compiled a comprehensive list of those publications describing computer uses in the recreation profession. Other current sources of information would include the Fall, 1984 *NIRSA Journal; Parks and Recreation*, November, 1984; and *Computer Perspectives in Recreation*, Volumes I and II.

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CHAPTER II

Operation and Program

"AFTER THE CENTURY CLUB HAS DIED"

Gary L. Miller, Ph.D.

As the number of participants striving for physical fitness increases, the need for diverse programs reflects the desire of the population being served. For years intramural-recreational sports programs relied on "The Century Club" to meet those needs. Normally, these clubs concentrated their efforts in the area of running to attain a degree of fitness with a smaller contingent including such activities as bicyling and/or swimming. Today's fitness-promoting program needs to accommodate the varied desires of the target population and provide a measure for many different activities. A rigid, structured program limits the ability of some individuals to properly use it. With more of the population working, the time available for recreation decreases. The schedules of working individuals and their accompanying commitments to their jobs require a fitness program that is flexible. This flexibility enables individuals to schedule their activities according to days of the week, time of the day, **and** duration of the workout. The Fit Club, a program developed at the University of Michigan-Flint, provides a model for programs that seek to adapt Dr. Kenneth Cooper's (1982) program to the campus situation. This Fit Club program may provide the National Intramural-Recreational Sports Association membership with an exciting alternative to the Century Club approach to motivating people to start and encouraging them to continue a fitness program.

The program at Flint is designed to be a self-supporting, motivational, and participant-monitored operation. It makes extensive use of the research done by Dr. Cooper through use of the aerobic point charts developed at the Aerobics Center, Dallas, Texas. The aerobic point con-

cept provides for comparison of different levels and lengths of activity over a large number of different physical activities. The use of this accepted form of assigning a point value to specific types and durations of exercise is critical to the complete fitness program.

Century Club programs became popular in the recreational sports field because they involved a very low initial investment and a small operating budget while providing an important service to the participants. The Century Club is a concept that began with the popularity of jogging. It is designed to motivate individuals to reach fitness through running. Records are kept on a publicly displayed chart indicating the distance run daily. A normal semester goal is 100 miles. At the end of a specified distance covered in a given time limit, awards are presented to those individuals meeting these criteria. The award often takes the form of a certificate or T-shirt. Usually, there is no cost to the individuals participating in the program. The Fit Club functions similarly and even extends the concept to be a self-supporting operation. Initial registration into the program costs $18.00 for the year or $12.00 for a semester. For this fee the participant receives a copy of Dr. Kenneth Cooper's book, *The Aerobics Program for Total Well-Being* (1982) (retail $9.95, wholesale approximately $5.00) and registration into the Fit Club. Subsequent registration fees are $12.00 per year or $6.00 per semester. Certificates of award are given to participants who accumulate points in increments of 500 in a membership year. Special T-shirts are awarded to men who accumulate 3000 points and women who accumulate 2500 points over the 12-month period of operation. With this level of fee assessment and distribution of material, the program operates at or near the break-even point, and thereby, costs the institution nothing.

Once an individual is registered into the Fit Club program the motivational differences of this club versus the Century Club become more evident. The critical factor in ensuring continued participation in fitness programs is motivation. The designing of fitness programs for concerned individuals began in the Fall of 1984, at the University of Michigan-Flint. Approximately fifty individualized programs have been designed since the programs implementation. Unless physically handicapped, every individual is capable of starting one of our fitness programs and progressing to a degree of cardiovascular fitness deemed acceptable by Cooper's research. The mental side of exercising becomes the limiting factor with regards to both level of fitness and length of participation. Although running is one of the best exercises for cardiovascular conditioning, not everyone likes to run. Also, due to injury to joints or pre-existing conditions, some individuals cannot run. It is absolutely essential that the individual exercising has the opportunity to participate in an enjoyable activity. The act of exercising must be as psychologically painless as possible. The key to maintaining the interest of any participant is to make the

activity an anticipated event rather than "work". The Fit Club allows each participant to select the form of exercise. Each person is able to choose whatever is attractive. The second feature of the Fit Club, and possibly the more important feature, is the opportunity for the person to vary the program whenever desired. Because Cooper developed the aerobic point as a measure of activity that applies to all forms of exercise, the registered individual can compare any one form to another form.

How do 2 hours of basketball, 30 minutes of weight lifting, and 3 miles of running compare with regards to aerobic conditioning? This ability to assess and compare activities allows the individual to incorporate many different activities into a fitness program. The degree of enjoyment is limited only by the participant's desires. One can now tailor a fitness program that has flexibility in terms of required activities and time. The program no longer dictates to the participant what has to be completed on any given day. The control is shifted to the individual. This type of self-motivating factor is not possible under the old Century Club. The Fit Club seems to make exercise enjoyable for a significantly larger part of the population then experienced in the Century Club. The person is able to progress on a weekly basis and make measurable comparisons at any point along the way. One can adjust workouts to the time and schedule constraints common to the 1980's. These adjustments do not jeopardize the conditioning process, but allow the individual a heretofore unattainable degree of control over the fitness program.

Finally, the program requires a minimum of administrative functions. Club members are responsible for completing an activity report form and submitting it to a designated individual or drop-point. The activity reports are also posted daily on individual personal progress charts. All registered members are encouraged to monitor their own progress, but the records are available for their inspection during normal hours of operation. At the University of Michigan-Flint each participant can call and request her or his point accumulation on either a daily, weekly or yearly basis. This system gives the member instant feedback as to personal progress toward a chosen goal. Administrative staff members post each member's points on a weekly basis. The point totals are posted according to individual codes selected by the members. This avoids any embarrassment for members and still allows comparison between individuals in the group. Members are also allowed to submit activity reports from exercise done outside the recreation facility. This feature further increases the attractiveness and flexibility of the Fit Club program.

It is the intent of the University of Michigan-Flint to provide its service community with a better, more attractive alternative to previous fitness programs that can meet the needs of diverse populations and further in-

crease participation in this type of self-motivated program. The Fit Club is such a program. It can be utilized with a minimum amount of initial investment and can be operated at little or no cost to the average intramural-recreational sports program. The Fit Club is a concept worthy of consideration for use in most recreational sports programs.

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CAMPUS TRIATHLONS: THE SPORT OF THE EIGHTIES

Frederick P. Green and Phillip Lindberg, Southern Illinois University

Introduction

College students and others are keeping in shape, getting involved, and looking for new challenges. Among the challenges of the 1980s is the triathlon. A triathlon includes swimming, running and bicycling segments in a nonstop endurance event. Separately, each can be an enjoyable pastime or a competitive event. In combination, they present a new level of challenge to today's student concerned with fitness.

The race organization at Southern Illinois University at Carbondale (SIU) has developed three triathlons from "three-headed monsters" into well organized, enjoyable, and safe events. These triathlons take place twice each year — a short beginners' race in the sp-ring, and a larger, more challenging race in the fall — and are goal-oriented and organized along a proven time line plan. The use of the following plan produces very enjoyable and safe campus triathlons. In fact, the satisfaction and pleasure experienced by the organizers can equal that felt by the most enthusiastic participant if the triathlon is organized according to a proven plan.

Planning Time Lines

The following time line is the backbone of good race organization. Plans, meetings, and objectives are all based on this time line. It has proven to be effective while undergoing constant revisions for future use. In addition, individual time lines will change as a race becomes more firmly established. For instance, after the first year it may no longer be necessary to devote a full meeting to establishing a race course — it has already been established.

Pre-Organizational Meeting

Prior to the first meeting, the race director should select the race date, check the university calendar for conflicting events, make facility and/or area reservations, obtain permission from the appropriate officials, and select race committee chairpeople.

Week 12

Establish goals and objectives; establish committees and responsibilities; choose race routes; design the race flyer

Week 10

Mail entry forms; plan marketing strategies and begin advertising; set up record keeping; meet with support agencies

Week 8

Assess equipment needs; begin volunteer recruitment; brainstorm for the swim event

Week 6

Order supplies, equipment and awards; run feature story in campus newspaper; make arrangements for borrowing equipment; brainstorm on bicycling and running events

Week 4

Have signs printed; check on progress of equipment and supplies procurement; plan registration and results procedures

Week 2

Finalize race day schedule; send assignment and reminder letters to volunteers; prepare equipment, staff and duty checklists; brainstorm and plan first aid, parking, and clean-up procedures; check equipment and store in a central location; write pre-race information

Day Before Race

Assemble the finish line; stuff packets; recheck all equipment and supplies; go over the race route; phone volunteers; verbally run through entire race day procedure; move bicycle racks

Race Day

5:30 a.m. Committee members and key personnel meet to check last minute details and the entire race course, and to begin setting up

6:00 a.m. Registration volunteers meet for orientation and are ready to go at 6:25 a.m.

6:30 a.m. Registration opens; lifeguard staff should be in place

7:00 a.m. All other volunteers meet for orientation

7:45 a.m. All other volunteers in place

8:00 a.m. Race begins

Establishing the Race Course

The choice and design of the triathlon race route is one of the first, and most important, responsibilities of a race director. Once the ideal date has been selected, after checking university and local race club schedules, the director must decide where to hold the event. When designing the course the following should be considered:

1. Is this race for the elite athlete or the beginner? Triathlons may be conducted in any order and in distances of any length. A post-race survey conducted after a race consisting of a 1.5K swim, 10K run, and a 20K bike indicated that these were generally accepted as good distances for a triathlon. These are, however, medium distances, and probably too challenging for the beginner.

One option is to offer the medium distance race in the fall, and a shorter, beginner's version in the spring, (e.g., ¼ mile swim, 2 mile run, and 5 mile bike.) At SIU, the competitive athlete will generally run in the shorter race, but the beginner will not run in the longer event; thus attendance will be greater at the shorter race.

2. The distances should be established after choosing the course. Care should be exercised to take advantage of natural routes. (Do not cram a 10K run into an 8K loop; do not advertise a 20K bike ride only to find your most scenic route is 16K.) Triathlons may be any distances; there is no standard.

3. The course should be tested at race speed to determine any points of unnecessary risk of injury.

Committee Structure and Job Descriptions

The key to an organized race is a carefully chosen and dedicated staff of committee members. The use of committees for each portion of the race ensures that each will receive sufficient attention. The executive committee is composed of the chairperson of each major committee. Although this committee is responsible for planning the event, the race director is ultimately responsible for the operation of the entire triathlon. One advantage to working in a university setting is that there may be an

abundance of dedicated, talented, and creative individuals eager for the opportunity to become involved in a triathlon.

Recommended race committees include the following: swim, bike, and run event coordination; marketing; registration; finish line and results coordination; safety and first aid; and parking/clean-up coordination.

Swim Coordination

1. According to a recent questionnaire conducted at SIU, triathletes prefer a lake swim 9 to 1. The advantages of conducting a lake swim are that it is easier to accommodate a large group in a lake, the swim event is over fairly rapidly, and it also makes very dramatic pictures. A disadvantage of a lake swim is that it is more hazardous than a pool swim. Also, pools are more readily available on most campuses. For the lake swim, a ratio of two lifeguards per 100 meters is a standard. The bright orange swim caps enhance the guard's ability to see the swimmers (they cost about $13.00 per dozen).

2. The swim, especially a lake swim, should be the first event, for safety reasons.

3. The lifeguards must be well-trained and well-equipped for extreme temperatures and emergencies. The lifeguards are essential; the budget may need to include provisions to pay this staff.

4. The ideal length of the swim should be 1/6 the length of the run. Beginning or short triathlons should start with a ¼ mile swim. A generally accepted swim distance for a medium length triathlon is 1500 meters.

5. "Out and back" courses should be avoided, unless you can divide it well, because of the resultant traffic problems. A triangular, or one-way, route works best.

6. Lifeguards have the right, at all times, to ask any swimmer to get out of the water.

7. Start the race on time, avoiding lengthy pre-race speeches.

Bike Coordination

1. The bike event usually follows the swim. The order, though, is at the discretion of the race director, and quite often depends upon the terrain of the course. It is easier to compile the results if the run is conducted last because people tend to cross the finish line more slowly. On the other hand, when the bike event is last, competititors finish with their bikes in hand. Race organizers are no longer responsible for watching them.

2. To avoid lost or stolen bikes, a race number should be placed on

the bike and the competitor. If these numbers do not match, the rider should not be allowed to proceed. The bicycle standing area should be roped off and no one should be allowed in the area, with the exception of competitors and readily identifiable staff. Finally, state on the entry form that competitors are responsible for their own equipment at all times.

3. Keep the bike standing area in order. Bike racks should be used and places should be assigned to each competitor. All entries and exits should be monitored. Let competitors know when they must reclaim their bikes.

4. Choose a route that avoids sharp turns, and left turns that cut across traffic. In addition, make sure the route is free of gravel and loose rocks. Ride the route at racing speed a few weeks prior to the race.

5. Consider the expected amount of traffic. Holding the race early in the morning and/or on Saturday can help. If possible, coordinate with local law-enforcement agencies to have the road closed.

6. Make sure there are enough volunteers to station someone at every possible turn. Volunteers are primarily needed to give directions. In a larger race, staff may be needed to give split times and hand out water. Plans should also include a sufficient number of staff to constantly guard the bike standing area.

7. Hard-shell helmets are recommended, and will soon be required, for bike participants at SIU. Consultation with the university risk management or insurance liability office regarding safety equipment is highly recommended.

8. It should be made clear to all participants that drafting (following directly behind someone so they break the wind) will not be tolerated.

9. A lead vehicle, preferably a police vehicle, should precede the first rider. This vehicle should display emergency flashers.

10. Two-way radios can be used to improve safety and first aid service along the bike route.

Run Coordination

1. Coordinating the run is easy; any 10K race director can help with this.

2. The running route should be separate from the bike route. This avoids confusion and is easier on the athletes.

3. Volunteer staff members ought to be placed at every turn to provide directions.

4. Sufficient water must be available throughout the course. The run-

ners have gone a long way before they began their run. Look for signs of dehydration and exhaustion among the participants.

5. People need to be reminded to have their race numbers on the front of their shirts when they finish.

6. A lead vehicle (or bicycle) ought to precede the first runner.

Marketing Coordination

The marketing committee is responsible for distributing information about the triathlon through a variety of media. The first publicity should appear several months before the event to give athletes sufficient time to train for the race, while the last publicity should appear just days before the triathlon to remind athletes of the event.

The main forms of effective advertising are flyers and or registration forms, area newspaper ads, area newspaper feature articles, and magazines. Three important magazines organizers may contact with race information are *Triathlon, Runner,* and *Runners World.*

Registration Coordination

Race day registration is simple, yet important. It is the triathletes' first contact with the race organizers. A well organized, informed registration staff will help develop the best image for the race.

The Entry Form

The entry form is a two-way method of communication. Forms should be designed to provide interested people with information about the race, and to give registration information to the race director. Most importantly, the entry form should be designed to attract attention much like a publicity flyer might.

The flyer used at SIU is printed on a 8½" x 14" paper. It includes the log, race information, and a tear-off entry form. The race information includes:

1. Name, date, time and location of the event
2. A brief course description, including distances
3. Eligibility requirements, including age
4. Entry fee (note: *no refunds, no substitutions)*
5. Entry deadline and return address for the entry form
6. Age categories and awards
7. Place and time of check-in on race day

8. Important race rules
9. Whom to contact for more information

The entry form includes spaces for:

1. Name, age, and gender
2. Address and telephone number
3. Social security number
4. Statistical information for research purposes
5. Signed liability waiver

Entry forms are ready for distribution at least ten weeks prior to the race. They are prominently posted around town and the campus, mailed to previous competitors and racing organizations, and distributed to area sporting good dealers. Race information is also sent to racing magazines. Attractive entry forms are one of the best forms of advertising.

Registration.

Well-planned race day registration is the culmination of two months of hard work. By the morning of the race, most entries have been received. (To ensure this, charge a substantial amount more for late entry). To ensure a smooth registration, the following steps should be taken:

1. Brown envelopes or plastic bags should be stuffed with race information, race numbers, and other information the day before the race. The amount of packets needed can be projected by adding a reasonable amount to the number of entry forms received for possible late registrants.

2. Information to be enclosed includes last minute instructions, race rules, and the locations of race courses and transition areas. Three to four tables will be needed for advanced registration, one for late registration, and another for questions.

3. Arrange the advanced registration packets in alphabetical order in cardboard boxes, preferably with covers. Divide the packets into equal groups, and assign a separate table for each group.

4. Open the registration tables on time. The check in time should be clearly stated on the entry form. It is recommended that athletes report no later than one-half hour before the start of the race; they are at fault if they miss the race due to late check-in.

5. Protect the registration area from wind and rain.

6. Registration workers are expected to be as pleasant and nicely dressed as office workers (volunteer office workers from recreation and allied departments are perfect for this work). Instruct all registration volunteers not to answer questions unless they are absolutely sure of the answers. Instruct all other volunteers not to answer questions that do not pertain to their area and to direct participants with questions to the information table.

Finish Line and Results Coordination

1. The SIU timing system utilizes a digital clock with automatic printout. This device records each individual finish time. As the participants cross the finish line and enter the chute, place cards are handed to them. These pre-numbered cards are then collected and identification information recorded before the individual leaves the chute. Times and places are then matched before the results are announced. Back-up or secondary systems are highly recommended.

2. Results should be tabulated away from the crowd. Double check the results on a back-up system. To avoid embarrassment, also double check people's name, age, and sex.

3. Make the presentation of awards a memorable experience.

4. Make a master copy of award winners for area newspapers.

5. A copy of the results should be available as soon as possible. The mailing and posting of the results needs to be done within a few days of the race, while interest in the triathlon is still high. A certificate of completion can be enclosed with the results mailed to the participants.

Safety and First Aid Coordination

The job of a safety and first aid volunteer spans several concepts of Emergency Medical Services (EMS): prevention, treatment, and, possibly, transportation. Life threatening injuries or trauma should be the responsibility of local ambulance personnel present for the event. Volunteers should not be expected to perform beyond their level of training or competence. They should think of their responsibility as stabilization, pending the arrival of EMT's or paramedics. Conditions that they should be prepared to deal with include (a) dehydration, (b) hypo or hyperthermia, (c) sprains, strains, and pulled muscles, (d) cuts and abrasions, (e) exhaustion, and (f) shock.

Parking and Clean Up

The parking and clean-up committee is responsible for making sure that the race area is clear of vehicles. They are also responsible for

clearing the race routes of noticeable debris. Areas should be cleaned in order of completion and equipment inventory should also be completed as the race progresses.

Evaluation

1. A post-race evaluation session should be scheduled, using the race questionnaire as a focus of the evaluation discussion. In this session goals and objectives need to discussed, positive and negative suggestions ought to be shared, and a record written of the recommendations for next year needs to be compiled.

2. Letters of appreciation should be sent to everyone involved, including volunteers, sponsors, cooperating agencies, and VIPs.

3. A follow-up questionnaire can be sent to all participants to get essential feedback on how to improve the next race.

4. Savor the satisfaction of a big job well done!

Conclusion

Organizing a race becomes easier with each event. A proven plan, form letters, and established contacts make conducting a triathlon a satisfying and challenging experience.

THE WAVE OF THE FUTURE: OPEN WATER SWIMS

Catherine A. Marquis, University of Colorado

Two years after the Masters Swimming program at the University of Colorado (CU) lost its pool time due to dwindling participation, it has grown to the point where the group was able to sponsor the First Annual Boulder Open Water Swim. Factors contributing to this turnaround include the hiring of a Masters swim coach, Jane Scott, and the increased popularity of swimming as a fitness activity.

On Saturday, September 8, 1984, the University of Colorado Aquatic Masters (CU Masters), in conjunction with the City of Boulder, presented the Second Annual Boulder Open Water Swim. Both a one-mile and a two-mile swim were offered. The event drew over 200 participants ages 18-66 from across the entire state of Colorado.

This paper is designed to serve as a guideline to open water swimming for the professional involved with fitness, aquatic and/or special event programming. It highlights the major points for consideration (including potential problems) when planning and implementing an open water swim.

Pre-Planning Process

Need Assessment. Assessing the need for the open water swim is the first step in the planning process. At the University of Colorado, the Masters Swim program provided the impetus for the open water swim development. As this group of swimmers continued to increase in numbers, participation in organized meets and social activities grew as well. The open water swim was a step in a natural progression of challenges for energetic and motivated swimmers.

Goals and Objectives. The second step in the process involves the development of a goal and a set of objectives to serve as guidelines throughout the entire planning of the open water swim. The goal encompasses these points of focus: participation, fun, and safety. The objectives for the second annual open water swim were established mindful of areas perceived as weaknesses during the implementation of the inaugural event the year before. The specific objectives for the 1984 Open Water Swim were:

1. To increase participation by 30% (to 150 swimmers) over 1983 levels.

2. To increase participation by 100% on the part of individuals from outside the Denver metropolitan area.

3. To improve the day of event registration procedures so that participants can complete the entire process (filling out the entry form, paying the fee, getting a number, receiving a T-shirt) in ten minutes or less.

4. To streamline the results procedures so that the complete results are available within one half hour of the last participant's finish.

5. To re-align the course so that (a) swimmers are not required to swim directly into the sun, and (b) the finish chute is clearly visible.

6. To improve safety procedures so that every swimmer is accounted for before entering and after exiting the water.

7. To improve first aid procedures so that the most common requirements (blankets, hot liquids) are available close to the finish line.

Event Particulars. Confirming the particulars of the event is the third step in the pre-planning process. Arrangements are made with the City of Boulder for use of the Boulder Reservoir. A day, date and time for the event are decided. As a finel step, a letter of agreement is written. This document, viewed by both parties as a contract, outlines the respective responsibilities of the C.U. University Masters and the City of Boulder. Topics covered in the letter include deposit requirements, rental fees, lifeguard costs, safety needs and details of the course set-up.

Budget. Upon confirmation of the event particulars, the last step of the pre-planning process can begin. This step involves preparation of the budget. Known expenses include coach's wages, reservoir rental, lifeguard payments, publicity, photography, postage, T-shirts, caps, and registration and results supplies. Entry fees provide the major source of revenue for the open water swim. Sales of extra T-shirts and swim caps contribute additional funds. Because the financial goal of the program is to at least break even, fees are set so that all expenses will be covered.

Planning Process and Committee Development

Once the event particulars and budgetary guidelines are established, the actual event organization commences. If a leader has not already emerged, it becomes essential, at this point, to name an event director. The director then identifies needed committees and selects the committee chairs. Each chair must take complete charge of a particular area so that the director remains free to oversee the event in its entirety. In essence, the chairs of the respective committees become the organizational team and decision making body for the open water swim. The 1984 Open Water Swim employed eight major committees: publicity, registration, results, awards, course, first aid, finish line, and clean-up.

Publicity. The function of the publicity committee is to gain maximum visibility for the open water swim. This group must first determine a target market and then direct their efforts towards creating an awareness concerning the open water swim on the part of this group. The publicity committee, therefore, oversees four significant areas.

The first is the design, printing and distribution of the entry forms. The forms are designed by an artistic member of the Masters group and printed in-house at the C.U. Recreation Center. The entry form includes race times, safety requirements, age groups, awards information, a contact phone number and a waiver. Distribution involves direct mailing to other swim teams, related organizations and past participants. Entry forms are also hand delivered to local businesses and personally distributed at other swim events and triathlons.

Developing a relationship with the news media is a second job of the publicity committee. Arrangements for newspaper feature articles (both pre- and post-event), calendar listings, radio PSA's, television coverage, and paid advertisements are organized by this committee. A third responsibility of the publicity committee includes the design, printing, and distribution of posters. A final task of the publicity committee is to establish a central telephone contact where interested individuals can receive accurate information concerning the open water swim.

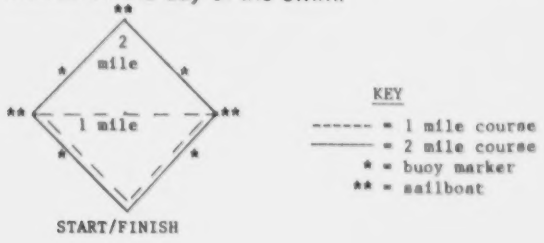
Registration. The purpose of the registration committee is to facilitate an efficient sign up procedure for event participants. Both advance

registration and day of the event registration are options for the participants. Swimmers are classified by age (based on recognized Masters Swim age groups) and gender during the registration process. Advance registrations are accepted through the mail until one week prior to the event. In this manner, ample time is available to members of the registration committee for the assignment of participant numbers and the entering of participant information into the computer's data base. Swimmers who register in advance are still required to check in on the day of the event. Day of event registration is a second (and very popular) option, in spite of the fact that the fee is $2.00 greater. People signing up on the day of the swim are asked to complete the entry form, pay the fee, and take their validated registration to a second area in order to receive a participant number. This information is then entered into the computer data base. From this point forward, the same check in procedure is followed by all participants.

Volunteers, using permanent magic markers, write the participant number vertically on both upper arms as well as on the back of the thigh. Once an individual has received a number, he or she is then given a T-shirt. The next step is a bathing cap check. Finally, the participant is ready to swim. It should be noted, that, for liability and public relations reasons, a station for processing refund requests is also staffed.

Registration must be viewed as a critical element of the open water swim planning process. The sign up procedure is the first contact participants have with the organizers of the event. Registration serves as a vital public relations vehicle for the open water swim. A poorly organized registration reflects poorly on the entire event. Therefore, it should be staffed sufficiently and the volunteers should be trained comprehensively.

Course. The course committee works closely with the reservoir staff to secure personnel to assist with the course set up and lifeguards to monitor the course during the swim. The day before the event both the one and two mile courses are surveyed. The use of walkie-talkies and binoculars facilitate communication while the course is being set. Innertubes are placed at the designated turning points of the course. These are replaced the next day with sailboats. Locations for the placement of additional markers are also noted. Buoys are anchored at these spots along the course on the day of the swim.



Awards. In keeping with the goal of the open water swim, the awards committee coordinates the purchase and distribution of both participation and placement awards. T-shirts are ordered based upon the anticipated number of participants. Should the T-shirt supply be inadequate due to last minute registration, committee members direct participants to fill out a self-addressed envelope and indicate their choice of shirt size. The extra shirts are then printed and mailed.

Placement awards are given to the top male and female overall finisher as well as to the top three men and women in each age group. Mugs and certificates are presented to these respective individuals. On the day of the event, members of the awards committee work closely with the results committee to determine who is to receive the various placement awards. This committee also conducts the award presentations at the conclusion of the races.

Finish Line. As indicated by the name, the finish line committee assigns a time to all swimmers completing the open water swim. The timing system used at Boulder is a manual one. The necessary staff include a minimum of two timers, four recorders, two tongue depressor distributors, and a public relations persons. All timers are given a stopwatch. They work in shifts calling out the cumulative time in one second intervals. The recorders are given computerized printouts listing all probable finishing times. As swimmers pass through the finish chute, the recorder marks the participant number by the appropriate finish time. Sections of the completed timing printouts are forwarded by a runner to the results committee for determining the top three finishers in each age group. Each swimmer is also given a tongue depressor while passing through the chute. Tongue depressors are chronologically ordered indicating overall finish place. These are then given to members of the results committee who write the respective participant number on the tongue depressor. In the event of a breakdown in the computer operations, the combination of finish sheets and tongue depressors provide an accurate recording of results.

The public relations person is available to answer questions concerning all aspects of finishing times. In this manner the timers and recorders are not distracted from their important tasks.

Results. Designation of the overall event winners and the top three finishers in each age-gender category are the major projects facing the results committee. The Boulder Open Water Swim utilizes a microcomputer equipped with a software data base to assist with these tasks. As each timing sheet is completed a runner delivers it to the results committee. Participant numbers and the respective finishing times are then added to the data base. At this time the computer is directed to rank order the times by overall finish as well as to sort by age group. When the top

finishers in each age group are determined, artistically-inclined members of the results committee letter in the individual's name on the recognition certificate. A presentation of all awards concludes the event.

Clean up. As suggested by the name, this committee is responsible for ensuring that the reservoir (the water, the beach, the parking lot, the restrooms) is left in the same (if not better) condition than before the open water swim. Primary clean-up duties include removing the course markers and storing the sailboats and buoys, picking up the trash in all areas of the reservoir used during the event, collecting "lost and found" articles, breaking down the finish chutes, and gathering all equipment and supplies (watches, extra T-shirts, bullhorn, pens, clipboards, staplers, etc.) for return to the Recreation Center.

Event Implementation

This section of the paper is presented in an outline form. It is designed to provide three checklists to assist the primary organizer of the open water swim.

Day before the Event

* Gather together all supplies required for registration: posterboard, cash box, stapler, scissors, tape, pens, paid stamp, clipboards, tables, chairs, entry forms, etc.

* Distribute staff T-shirts.

* Collect supplies needed for check in: permanent magic markers, T-shirts, T-shirt envelopes, swim caps.

* Assemble all first aid equipment: blankets, beverage jugs, kits.

* Get stopwatches, bullhorn, toilet paper, finish line printouts, tongue depressors.

* Survey one and two mile courses. Swim both courses.

* Complete pre-registration computer data base.

* Check power source for computer. (Remember to pack extension cords).

* Confirm event particulars with the media.

* Confirm emergency procedures with the ambulance company/rescue squad.

Day of the Event

* Arrive at the reservoir at least two hours before the starting time to set up registration, check in areas, finish chutes, sound system.

* Set up first aid station. Perform a situational emergency to test procedures and communications sytems.

* Replace course markers with buoys and sailboats.

* Situate lifeguards and boats along the course.

* Distribute course maps.

* Contact rescue squad to stand by.

After the Event

* Mail results to participants.

* Order extra T-shirts.

* Recognize volunteers.

* Write necessary thank you notes.

* Compile the evaluation report including suggestions for improvements of future events.

* Follow up on any accidents/injuries.

* Complete financial analyses.

* Prepare a mailing list to be used for next year's publicity.

Risk Management and Safety

Due to the nature of the activity a variety of potentially hazardous situations should be considered by the programmer when planning an open water swim. This section of the paper highlights the primary situations covered by the risk management plan for the Boulder Open Water Swim.

Registration

* Participants are required to sign consent forms. The consent forms have received prior approval from the University Counsel.

* Refunds are available the day of the event. People, therefore, are not "forced" to participate against their will.

* The water temperature is posted at both registration and check in.

* Course maps are available at registration and check in.

* Bathing cap color (red, yellow, orange) is checked to ensure swimmer visibility for lifeguards.

Staffing

* Key staff are outfitted in bright yellow shirts. These individuals know all the details of the event operations, hold current first aid and/or CPR certificates, and have reviewed emergency procedures and communications.

* All volunteers are instructed to direct problems and emergencies to key staff people.

* Thirteen lifeguards patrol the course.

First Aid

* The First Aid room staff of the Recreation Center (EMT and Advanced First Aid certified), is contracted to work the event. First aid supplies (including blankets, warm beverages and liquids) are geared towards those incidents most likely to occur as a result of participation in an open water swim.

* All emergency communications are checked before the event begins.

* The ambulance is alerted and asked to stand by.

The Course

* The course is swum the day before to determine if any potentially hazardous (shallow, weeds, glass) areas are present.

* All participants are placed in a holding pen before the race begins. The event staff checks each swimmer for a participant number and a properly colored bathing cap. They also receive, at this time, course instructions as well as directions concerning what to do in the event they become cold and/or fatigued.

Insurance

* Short term medical and accidental death and dismemberment (AD&D) insurance are included as part of the entry fee. The coverage limits are $2,500 for medical and $2,500 for AD&D. The cost is $.13 per participant and includes a $25 deductible.

Future Directions

As the Boulder Open Water Swim continues to expand, the organizers use two sources of information to aid in charting future improvements. First, the goals and objectives for the event are reviewed. The executive committee then determines to what degree these were attained and outlines desired alternatives for future events. Participant suggestions

and comments are also analyzed. By way of illustration, the 1985 Open Water Swim all feature:

* a course that does not encourage walking or running on the part of participants

* additional bathroom facilities

* increases in the number of blankets and the amount of liquids available at the First Aid station

* a wider geographic and age distribution of swimmers

* a faster, more efficient results system

* a commercial sponsor to provide refreshments and beverages for the swimmers.

Conclusion

The value of including an open water swim as part of recreational special event offerings is evident in two ways. In the first place, the program's accountability to fitness oriented participants is enhanced. Secondly, an activity is provided that promotes not only university/community interaction, but visibility and awareness for recreational sports as well.

T. A. B.
AN AEROBICS PROGRAM FOR STUDENTS, BY STUDENTS, HELD WITHIN COLLEGE RESIDENCE HALLS

Betsy Terry and Lori Nelson, Wheaton College

History of Recreation at Wheaton

The mission of Wheaton College, a liberal arts women's college, involves education in its broadest sense. Along with a reputation for academic excellence, Wheaton strives to provide the opportunity for students to engage in activities beyond the classroom which encourage personal growth. The promotion of good health and fitness habits is an integral part of this effort, especially important for college students who are at an age and stage in their lives of establishing life patterns.

As the new decade of the 1980's arrived, the major recreational alternative to varsity sports on the Wheaton campus in Massachusetts was intramurals. Athletic and physical education programs were continuing in full strength, but interest and participation in intramurals were fading.

It became clear that recreational opportunities beyond traditional team sport activities had to be provided if the needs of the students were to be met. When surveyed, our students responded that they participate in recreational activities for the following reasons: to have fun, to become physically fit, and as a release of tension. For four consecutive years, pursuit of skill development and competition have been lowest on the list of recreational priorities for the student body at large. These findings might have been considered unique to a women's college; but, clearly, other campuses were also finding the need to adapt their recreation programs to meet the needs of their students (Monaghan, 1984).

Following in the footsteps of others, responsibility for recreation was transferred from the Wheaton Athletic Department to the Student Life Office, as an initial step to place recreation in the mainstream of campus life. This was a timely transition since the new Student Union was taking shape with the mission to provide a balanced schedule of social, cultural, educational and recreational programs. The recreation program at Wheaton soon included non-traditional, commonly referred to as lifetime, sports such as karate, SCUBA, yoga, fencing and golf, in addition to more traditional intramural activities like volleyball, flag football, and swimming.

A short time later, the Health Center joined the Student Life Office to further integrate the promotion of personal health management. This was a natural transition since the Health Center had, in 1976, established a health care program based on a wellness model. Now, all three departments — Student Life, Athletics, and the Health Center — were working cooperatively to promote a common set of personal health management goals.

Development of the T. A. B. Program

Therefore, and in keeping with the cultural explosion of interest in health and fitness spreading across the United States, a new program called, "Wheathins" was developed by the Coordinator of Recreation and a student committee. This campus-wide program set out to educate the community about nutrition and fitness by being more than just another diet group and emphasizing the benefits of developing sound habits in the areas of eating and exercise. This program was not designed to deal with the growing campus concern of eating disorders. It was felt that these problems could be more effectively dealt with by the Eating Disorders Support Group offered by the Health Center. As part of "Wheathins", students volunteered to lead walking, jogging and Jane Fonda workout groups daily. A professional aerobics instructor was hired to teach classes twice each week to any interested student, faculty, or staff, free of charge. Nutrition information sessions were held weekly

focusing on a particular topic, and a new column, "Food for Thought", was added to the weekly college newspaper.

Over 100 students attended a kick-off lecture by Boston sports nutritionist and author, Nancy Clarke. This figure represented 10% of the entire student body. In addition, 41 people registered for the afternoon aerobics classes. It was evident that the program had great potential!

The participation in the weeks that followed was not as exciting. Two or three students would show up for the nutrition discussions; only one-third of the participants regularly attended the aerobics sessions, and student group leaders often went out for a walk or jog alone after other "Wheathins" failed to arrive. What had gone wrong? The interest was there but why had the program failed to sustain the initial energy?

In the midst of pondering the possible answers to these questions, a student came to the Student Life Office with a suggestion. Perhaps the students at Wheaton, like many college students, dread the thought of walking across campus to a class. If students are spending 60% of their time within their residence hall (Kintigh and Pascizzi, 1984) why not bring the aerobics classes to them?

Consequently, in the spring of 1984 T. A. B., an aerobics program for students, by students, within college residence halls, was developed and piloted in a dorm of 95 women. The group was given the name T. A. B., an acronym for "Tackling Abused Bodies," to remind students that the goals for the program involved a variety of issues besides weight loss. T. A. B. was designed to offer students exercise and wellness information in a comfortable, enjoyable and personal atmosphere.

The T. A. B. program is comprised of two main elements, the first being the actual exercising, and the second being a "special topics" section. The exercise portion of the program lasts 45 minutes, where students follow an instructor's lead to music, taking their pulse and heart rates periodically throughout the program.

A general outline of the exercise portion of a T. A. B. workout includes a 5-10 minute warm-up section followed by 10-15 minutes of aerobics where students strive to reach their working heart rate. The next 10-15 minutes are devoted to developing specific large body areas, such as abdomen, thighs, buttocks; this is followed by a 5-10 minute cool-down period. Although T. A. B. is a rigorous and highly aerobic workout, students of all aerobic levels may participate and, in fact, are encouraged to do so. Throughout the entire program, words of caution are given by the instructor about improper execution of the exercises as well as the often repeated reminder to "go at your own pace". Students are encouraged to "walk in place but don't stop" rather than stopping to rest.

These continuous reminders allow all students to participate regardless of their initial fitness level.

The final 15 minutes of the program are devoted to a "special topic". At this time, students participating in T. A. B. are asked in advance to give a small presentation on a topic of their own special interest. Examples of these presentation topics include a student speaking on tips for running, a vegetarian speaking on nutrition, and nail care tips by another student.

While the goals and objectives of "Wheathins" and T. A. B. were very similar, the results of changing the setting and increasing student involvement and responsibility for the success of the program were overwhelming. Throughout the semester, 20-25 women participated regularly in classes held each day of the week. This result confirmed our hypothesis that bringing aerobics into the living space of our students would enhance participation.

Due to the success of this pilot project, an instructor training course was developed for the fall of 1984. The purpose of this two-week training course was to allow additional students to become instructors. Once this was accomplished, T. A. B. could be brought into each of the 14 dormitories on campus. During the training course, interested students learned to lead safe, effective aerobics classes. While instructor trainees had the option to purchase a 45-minute cassette tape filled with contemporary music appropriate for T. A. B. classes, one of the unique things about the training was that people were taught a wide variety of exercises and were encouraged to develop their own style by choosing their own sequence of exercises. In contrast to leading a Jane Fonda type workout where each session is exactly the same, the variety offered by this approach has received a warm welcome by student participants.

Learning to lead safe, effective aerobic classes requires more than simply learning a series of exercises. Faculty and staff gave presentations and led discussions on the prevention of athletic injuries, proper monitoring of heart rate during exercise, nutrition, relaxation techniques, and motivation. The combination of learning new exercises, participating in related discussions, and having their teaching evaluated, prepared students to go into their own dorms to lead T. A. B. sessions.

Much to the organizer's delight, 40 women completed this 6 session mandatory training course. This is especially significant in light of the fact that all students volunteer to be involved in this program without any monetary compensation. This arrangement fits nicely into most budgets.

With the instructors trained, the program was ready to expand. Two sessions were scheduled in agreement with the college calendar. A six week session was offered in each dormitory before Thanksgiving break, and a three week session between Thanksgiving and Christmas. It was

decided to offer separate sessions, no longer than six weeks so that students would feel a sense of completing a personal goal within a specified time rather than feeling guilty about stopping after six weeks to take a break. On the other hand, the sessions would continue for students who chose to do so.

A typical T. A. B. class consists of 4-5 women with new faces intermingling with faithful veterans. Most classes are held after 5:00 p.m. during the week, a time which seems to fit the needs of the majority of students, with weekend classes being quite spontaneous and not pre-scheduled. T. A. B. classes are held at least once a day in each dorm so that a minimum of 14 sessions are offered every day. This allows the students to choose their own workout times, the location, and, most importantly, the instructor. The instructors lead their respective sessions in their individual styles, creating a diversified aerobics program while maintaining the basic structure of T. A. B.

In order to measure the success of T. A. B. all instructors were required to keep attendance records. Three hundred and twenty-four (324) students participated in at least one T. A. B. session during the Fall 1984 semester. This figure represents 31% of the entire student body in residence on the Wheaton College campus. With an average class size of 4-5 students, ranging from 2-15 in a class, 56-70 students participate in T. A. B. daily at Wheaton.

Future Goals for the T. A. B. Program

Having fulfilled the goal of training T. A. B. instructors and offering the T. A. B. program in all fourteen (14) residence halls on the Wheaton campus, the organizers looked to their list of future goals. The second goal was to offer student taught sessions during the working day to members of the faculty and staff. Implemented last semester, this program proved successful and has become a permanent appendage to T. A. B.

One of the remaining goals is to offer physical education credit to all T. A. B. instructors. The proposal outlines a plan whereby students receive a full semester of credit in physical education for participating in a 6 week training course followed by teaching T. A. B. classes within the residence halls for the remainder of the semester. The proposed course would be developed and taught by a member of the physical education faculty and a T. A. B. student coordinator. This combination is especially important to ensure consistent training throughout the years while, at the same time, allowing a variety of students to assume a leadership role as T. A. B. student coordinator. This structure is expected to be implemented in the fall of 1985.

Other long range goals are to maintain the present number of students as instructors, to always strive towards increased participation, and to

continue to offer safe, effective aerobic training and exercise within an enjoyable, fun, supportive environment while promoting good, lifelong health habits.

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COSPONSORING ACTIVITIES: THE WAVE OF THE FUTURE

Richard M. Sedgwick, The College of Ganado

As college and university budgets start, or continue, to decline in the mid 1980's, campus recreation budgets will not be immune to cost cutting. Interdepartmental, interagency, and interschool cosponsoring of activities can become a method of budget effectiveness while participation and program levels continue on an upswing.

It is important to provide a wide variety of activity experiences to the consumer (student, faculty/staff, spouses and dependents) for the lowest possible cost while continuing to maintain quality experiences. Over the years many attempts have been made to provide quality experiences for the lowest cost per participant. A recent NIRSA publication includes a compendium of ideas for increasing the revenue of recreation departments (Cargill, et al., 1984, pp. 9-19). The program possibilities described herein are another attempt to respond to this problem to interdepartmental, interagency, and interschool cosponsorship.

INTERDEPARTMENTAL activities are those activities cosponsored by two or more agencies within the same institution. These cosponsors could include other student service agencies or they might be two or more disparate departments. Many recreation departments cosponsor activities within the student services divisions: such as the College Bowl, the Association of College Unions-International (ACU-I) Recreational Games Tournament, wellness clinics, fitness testing, and health workshops with physical education departments and student health centers.

These cosponsored activities appear to serve several purposes. They reduce redundancy in programming while they service a larger, and more diverse, student population. The cosponsored activities reach out to people who have previously had contact with just one of the sponsors, thereby increasing the potential participant pool. The use of combined planning and public relations efforts in all interdepartmental cosponsorship reduces the cost of the activity and may increase the quality. Such cosponsorship may bring together staff and faculty who are as naive to other possibilities as the students they serve. Finally, cosponsorship allows each of the departments to do what it does well. The recreation department, for example, would set up tournaments and schedules and provide program management while another department would be the experts for publicity, support services, or hospitality.

Many other campus departments have expertise from which recreation departments can benefit. As one example, the University of Utah (UU) has had an outdoor photography contest, patterned after NIRSA's, with the sponsorship split among campus recreation, and the art and journalism departments. This arrangement has had some real advantages for the students and for the recreation department because the cosponsorship allowed the combined departments to do something that none could have done well alone. Further, since each was involved in working with agencies it knew little about, each was able to learn what the others were doing, to know something of the concerns and problems of the others, and to become aware of the campus activities and resources. Not only did each department participate in something it could not have done alone, but the results of this successful collaboration inspired other cooperative ventures.

In addition to this quadrilateral collaboration, other interdepartmental collaborations could involve the military science department, especially for firearm and mountain climbing activities; the language departments for overseas competitions and experiences; the social science departments for intercultural activities; and the physical science departments for outdoor recreation activities. Interdepartmental collaboration initiated by the recreation department can help unite the educational efforts of the institution.

INTERAGENCY cosponsorship has become, for many departments, a way of life for financial, program, and publicity purposes. In spite of NIRSA's ambivalence on the issue of commercial sponsorship — especially by alcohol and tobacco concerns, the advantages gained by cosponsorship with community groups are very important. The publicity alone that is generated through community cosponsorship is of inestimable value. The human power provided by cosponsorship with community agencies can make possible activities that could not otherwise be staffed. Service clubs and youth agencies, such as Boy Scouts, are often

looking for projects; members of these groups can be of assistance as course monitors, water dispensers, radio communicators, and First Aiders in road races, for example. Other members of community groups may provide access to services, such as the media, that might otherwise be closed to the recreation departments. Just as interdepartmental cosponsorship increases knowledge and awareness within the institution, community interagency cosponsorship increases knowledge and awareness within the community.

While resolution of the issue of commercial interagency sponsorship must be left up to the institution, there are many commercial agencies that are willing to assist in developing programs if the agency is approached with a sound, well-developed proposal. The endorsement by NIRSA of several programs over the last few years indicates that the recreation establishment recognizes the benefits of alliances with positive commercial agencies. Clearly, too, commercial agencies consider recreation a fruitful investment. Ken-L Ration, Daisy Rifles, Wham-O, Kodak, and Lipton Tea are some of the companies that will provide financial, material, and public relations support for activities related to their company's interests. But, in addition to developing programs with commercial agencies, it is also possible to piggyback on existing programs; for example, a road race or ski race that is sponsored by a commercial establishment may gain needed participants and staff if the college recreation department joins as a sponsor. At the same time, the recreation department gains a low-cost, quality experience for its clientele.

Interagency cosponsorship can, and will continue to, be areas of strong emphasis and involvement for many departments. These relationships need to be studied closely by each institution to determine if they are potentially beneficial for the students in light of the goals of the department.

INTERINSTITUTIONAL activities are those cosponsored by more than one institution of higher education. While the structure of interinstitutional arrangements will vary because of the proximity of the institutions, interinstitutional cosponsorships have many benefits (e.g., cost savings, increased offerings, enhanced public relations, and expanded student experiences) with so few drawbacks (e.g. confusion at the onset, differences in eligibility and playing rules, student jealousy) that they must be seriously considered in the 1980's and 90's.

One example of an interinstitutional cosponsorship arrangement is that of the University of Utah, Utah Technical College-Salt Lake, and Westminster College. The University of Utah (UU) with 23,000 students served by 6 recreation professionals, Utah Technical College-Salt Lake (UT-SL) with 6,500 students served by 1 recreation professional, and

Westminster College (WC) with 1,300 students, served by 1 half-time recreation professional, developed such an informal cooperative arrangement in 1980 (*Higher Education Directory*, 1983, p. 309-310). Each of the recreation professionals involved could see that all three institutions could benefit from such a cooperative arrangement if an agreement could be worked out. Some of the considerations involved in encouraging the development of this agreement were per student cost of activities, the potential for continuing programs that annually had small but loyal turnouts, and the desirability of scheduling activities closer to commuter students' residences. A major philosophical issue that had to be resolved was the ethics of the use of one institution's progress and facilities by another institution's students. Since some of the facilities and activities were supported by student fees, the resolution of this issue was crucial to the development of the cosponsorship agreement.

The following were principles upon which the cosponsored agreement was based:

1. A school would not schedule any cooperative program in its facilities at the expense of its own users. For example, the UU has an indoor racquet facility for tennis, racquetball, and squash while the other institutions have no facilities for these activities. During the winter quarter these facilities were booked to the limit with UU users. During the summer, when usage was lower, the facility was available for use in cosponsored activities by UT-SL and WC.

2. While each institution would staff its own activities in which others were invited to participate, each institution would provide staff support to help out with the special events. The three institutions could, for example, schedule a long distance run (an activity requiring a large number of staff) with each supplying staff (paying them out of the respective budgets), thus lowering costs and staffing needs for the activity by having one activity instead of three.

3. Each participating school was required to adhere to the funding approach of the other schools. Individuals at Utah Tech and Westminster were required to pay Utah's entry fee if the events were at Utah and Utah students would pay the fee required if the event were hosted by one of the other institutions.

4. Legal questions were submitted to each school's legal department for approval or answers. While the agreement was an informal, unwritten one, the recreation representatives discussed at length the legal issues to be certain liabilities were not being incurred that would negate the advantages of the arrangement. The agreement provided a framework for the cosponsorship that all the participants had envisioned. All saw that retention could be justified for some activities that had low participation rates and were in danger of being dropped (i.e., at one college, badmin-

ton annually had 12 entrants). By combining with other institutions we could afford to keep those activities for those who enjoyed them.

The recreation professionals saw the advantage of lowered costs for some activities — especially those that were labor intensive, such as swimming, track and field, and skiing. Through the cosponsoring agreement, the instituions were able to offer at one time three concurrent but separate meets. Each school ended with its own winners, determined its own eligibility requirements, and provided its awards according to its practices. Even though the competition was scored on individual times and by the separate schools, the actual competition in the pool, on the track, or on the course was integrated so that a stronger field was attracted. In order to gain the same advantages for wrestling, competition was intraschool as high as the draw would allow; a semifinalist from UU in the 125 lb. division who was the highest finisher from UU in that division would be the UU winner **and** would continue competition into the finals for the unofficial overall championship (see Figure 1). While the school's division winner continued until eliminated or victorious, no award was given to the overall winner. Through both structures, the three participating schools' recreation staffs were able to provide quality experiences for their students together that at least two could not have provided separately.

FIGURE 1
CONCURRENT MEETS

A) Swim, Track and Field, and Ski Meets

Smith	UU	53:06	* 1st (UU)
Jones	UU	59:95	
Edison	UU	57:45	
Nash	UT	51:91	* 1st (UT)
Brown	UT	55:78	
Johns	UT	56:33	
Tsosie	WC	55:11	* 1st (WC)
May	WC	56:08	

There is no award for the overall event winner (Nash-UT — 51:91).

B) Wrestling Meet

* Mills (UU), Nash (UT), and May (WC) receive awards from their schools as the school's highest finisher. There is no award for May (WC) for winning the division.

The UU contracted out four activities: the swim, track, ski and wrestling meets. For minimal costs ($75.00 each for swimming, wrestling and track; $350 for ski) the facilities, computer timing equipment, and all officials and staff (except for one IM person to handle entries and eligibility) were provided by the contracting group (the swim team, the track team, the High School Wrestling Association, and a local ski resort) who knew its own facilities, equipment, and officials better and provided a more expert, yet less costly, activity. Because of the differences in practices among the cosponsoring institutions, activities other than competitive intramurals could be made available at the other institutions; for UU students these included pottery, auto shop, and woodworking shop at UT-SL and movies, hang gliding, and avalanche survival at WC. Students were able to take part in these activities provided, as always, that the host school's students had the first opportunity to participate.

In addition to lowered costs to the schools within the cosponsorship, the group was able to arrange lower direct costs to students because of the resultant larger numbers. Reductions in group rates were possible in activities such as ski packages, concert bookings, and other facility rentals. For example, in 1982 the cosponsoring schools plus Weber State College chartered a bus to take students involved in the ACU-I regional games to Phoenix, AZ. The costs of the bus rental were prorated among the schools based on the number of competitors from each school. This arrangement was cost effective since each school did not have to provide separate transportation for its entrants.

Another advantage of the cosponsorship was that all three schools were able to use facilities that were rarely used. Specifically, Westminster, because it had dropped all intercollegiate athletic programs, had outdoor facilities that were available for use. Since UU had limited outdoor facilities, the availability of playing fields allowed UU students a much expanded program while Westminster students had both expanded playing opportunities on their own facilities and, through the agreement, the use of the UU pool and track.

In addition to providing much needed facilities, the shared facilities progrm allowed the staffs to schedule games closer to the areas in which commuter students lived. By reducing the need for a commuter student to drive all the way back to campus for an evening game, increased participation was realized from an important, and often neglected, student group. At the same time, officials and supervisors who lived in the same area (or the host school's officials) could be used with a saving in energy, if not in total cost.

The cost benefits together with the increases in programming make interinstitutional cosponsorship an important alternative. For this particular cosponsoring group, an even greater advantage of the cosponsoring agreement was that activities were able to be sustained in spite of small participation by each institution.

At the same time these activities were maintained, **NO** activities were dropped from the Intramural schedule because of low participation. During that time, the per student cost for providing a quality intramural program dropped. The Utah cosponsoring institutions found that the contact their students had with those from the other two schools increased their knowledge and appreciation of people from different backgrounds and with different goals.

With all these considerable advantages, the cosponsoring agreement was not without its disadvantages. The coordination and confusion at the beginning required patience and a belief that the system would work. As the number of participants, institutions, and sites increased, there were more chances for scheduling errors. There could have been problems

with different eligibility requirements (which this particular cosponsoring group avoided) and could have been student jealousy over other schools using facilities, especially when student fees supported the facilities. Each institution in this example, however, benefited programmatically and/or facility-wise from the arrangement so that the contribution of each was viewed as comparable.

While rural and isolated institutions would have to arrange their cosponsorship activities over longer periods of time in order for them to be cost effective, interinstitutional cosponsorship is more easily accomplished on a daily basis for schools located in urban areas. Salt Lake City with three colleges, Lincoln, Nebraska, with 4 schools in the city limits, Louisville, Kentucky, with 7 schools in the metropolitan areas, and Seattle, Washington with 3 universities and several community colleges would seem to be examples of areas well-suited for cosponsorship of ongoing activities.

In fact, examples of each program have been reported at the University of Louisville with the Kentuckiana Metroversity concept (Mendelsohn, 1974, pp. 79-81), and the University of Nebraska-Lincoln and University of Nebraska-Omaha (Fullerton, 1984, pp. 16-18) with a cosponsored outdoor program. All of the program administrators have found that the advantages of better, more cost effective programming, increased awareness; and enhanced public relations far outweigh the problems accompanying a cosponsorship arrangement.

In summary, each school and each recreation department should look at its needs, goals, and objectives to determine if some form of intradepartmental, interschool or intraagency cosponsoring is feasible for it. Cosponsorship is one method intramural recreational sports departments can use to help offset budget cuts and to become more effective while, at the same time, gaining positive publicity, and increasing participation.

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AN EFFICIENT, EFFECTIVE, FAST AND FLEXIBLE TEAM SPORT SCHEDULING SYSTEM

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Introduction

In 1976, the Eastern Illinois University Intramural Office was experiencing a team entry problem. The number of entries in team sports was increasing rapidly. The entry system allowed individuals to submit an entry form with first and second preference indicated for the day of the week and the time of day. Managers did not have to enter teams in person; forms could be sent by mail, or even slid under the office door to be swept up by the late night custodian. Two negative consequences of these practices were: 1) more teams put prime time and day as their preference than was actually available resulting in numerous teams being placed in leagues on days and at times they did not prefer or, worse yet, could not even play, and 2) the same team was sometimes entered by two different individuals, both of whom thought they were the team manager. As a result, one of the teams would withdraw after the schedule was posted, or even worse, after the first games had been played. Subsequently, a league was left one team short and played one less league game than teams in other leagues. These teams felt cheated. It was apparent something had to be done.

Purpose and Overview

During the past five or six years a number of conventional, instant, and computerized scheduling systems, all of which have been shown to work successfully in various programs, have been presented. The purpose of this paper is to present the scheduling system which has been used since 1977 at Eastern Illinois University. It is a system which could be considered an instant scheduling system, however, it is not truly instant out of design and by choice, as you will later see. The system is flexible, as it can operate with from four to seven teams in a league and over a three to six week time period. This system also allows late entries, although early entries are encouraged and benefit by having first choice of prime play days and times. It is a system which is easy to learn and easy to administer. In this system the participants are required to get involved; they select the league; they return to copy down their schedules; they come to the office to add or delete names from the roster; they meet the supervisors and graduate assistants in charge of the program and they are available to communicate with. Lastly, this system has resulted in eliminating all the previous problems we had encountered with our old conventional team sport entry system.

The Setting

Eastern Illinois University is a state school with nearly 10,000 students equally divided between the sexes. Nearly one-half the students live on campus and the rest reside in local, private housing or commute from nearby communities. The Intramural program includes men's, women's and co-rec competition in flag football, soccer, volleyball, basketball, softball, water polo and bowling. The number of teams in the various divisions of play range from four in co-rec bowling to 130 in men's basketball with a total of 650 teams in the 21 divisions. The school calendar consists of two semesters and an eight week summer term. School begins in late August and the sixteen week semester ends around December 20th. The weather is such that outdoor play is possible thru October, which provides a more or less natural division of the semester into halves. The same situation exists for the second semester which starts early January and runs to early May. Spring break is the last week of March. Outdoor play can begin at the end of March, therefore, the semester is broken into ten week and six week sections. This is not a problem since two weeks are allowed at the start of the semester for teams to organize and enter. Also, since our facility is shared with athletics, a lot of playing dates are lost in February and March to Intercollegiate contests resulting in additional time needed to complete league play.

Pre-Entry Procedures

A few pre-entry administrative procedures must be performed. First, leagues are established using last year's leagues as a reference. Leagues are designated by symbols which show the day, time and place of league play. For example, a MW/Mc/8 league shows games scheduled on Monday and Wednesday at 8:00 p.m. in McAfee Gym. A TTH/LND/6:30 league indicates games on Tuesday and Thursday at 6:30 p.m. on Lantz North Deck. Once the leagues are determined, this information is put on a dry erase board. Not all leagues are made available for entry at the onset of the sign-up period. Least desirable leagues determined by site and time are covered over so no one is allowed to enter until all other MW or TTH leagues are filled. In this manner there are never more than two unfilled leagues at the entry deadline.

Next, a calendar of possible playing dates is drafted. Facility usage conflicts with athletic or other university programs are determined, recorded and the number of available playing dates are counted. Eight dates over a four to six week period are needed for league play and from four to six dates over two weeks are required for most playoffs. The final administrative task prior to taking entries is to make out a schedule sheet for each league. This sheet identifies the league and division of play as well as the team and manager's name, manager's phone number, playing site and time, and columns for recording results and standings.

Entries are taken beginning two weeks prior to the entry deadline. Team managers must come to the Intramural Office to obtain an Intramural Team Entry Blank. Team name, the manager's name, address and phone number, the activity and date plus player's printed names are on the entry form. The manager must obtain the signature, I.D. number and phone number of at least one less than the number of team members which play in the game at one time prior to entering the team. The manager brings the entry form to the Intramural Office and selects the league in which the team wants to play. The team's name, manager and phone number are recorded on the appropriate league schedule. The manager signs the manager's agreement printed on the Entry Blank which is then attached to the league schedule. This agreement certifies that the manager enforces the eligibility rules and will pay the $10.00 forfeit fee if applicable. The manager is then given a copy of the "Team Managers Guide" and informed of: 1) date, time and location of the team manager's meeting, 2) the location of the bulletin board on which league schedules will be posted two days after the entry deadline, and 3) the "Intramural News" page in the school paper. Finally, the person taking the entry erases from the dry erase board the corresponding team number from behind the league into which the manager has just entered his team. In this manner, an immediate visual check can be made to see how many teams are entered and what leagues are full.

Once a team has selected a league in which to play, it is not allowed to switch. Some problems have arisen with teams wanting to switch when late night or early afternoon leagues are opened near the entry deadline.

As leagues fill up, the schedules are written on the schedule sheet using the dates previously determined on the calendar sheet. The day after the deadline, the schedules are completed on all filled leagues. The one or two unfilled leagues are held open for late entry teams. Finally, the morning of the second day after the deadline, the schedules for the unfilled leagues are made out if there are either four or five teams entered. When there are less than four teams in an unfilled league and there are two such leagues, the two leagues are combined even if one league is MW and the other is TTh. This is no problem since these are usually late night leagues and the late entering teams have been forwarned that this could occur. After all, league schedules have been written out and each game of each league is recorded on a Master Schedule sheet to show the place, day and time of each game and to insure that there has been no error made by scheduling two games on the same site at the same time. The last procedure of the entry system is to make three copies of each league schedule. One copy is posted on the hallway bulletin board; one is given to the graduate assistants in charge of the program, and the third is kept for the official results record. The original league schedules with attached Team Entry and Roster forms are maintained in a file for use in adding and deleting players.

Discussion

A Monday/Wednesday and Tuesday/Thursday format was selected as opposed to other possible formats for several reasons. First, if games have to be cancelled due to weather or unforeseen circumstances, four teams in each league still get to play a game that week. Chances are slim that both the MW or TTh games would be cancelled in the same week. Second, if there are no cancellations, a single round robin can be conducted in four weeks with each team playing one game each of three weeks and two games during one week. League play is followed by a one to two week single elimination playoff tournament. The length of the total sports season blends well with the University calendar as well as the natural break in the semester caused by the weather. Third, each team gets to play five league games and at least one playoff game as all teams advance to playoffs. Finally, the break between sport seasons usually coincides with midsemester exams which satisfies both student and faculty thirst for knowledge.

The decision to have six team round robin leagues was made because it most closely satisfied the criteria of facilities, calendar, weather, length of season and desired number of games to be played. The available facilities are such that we can play two basketball or volleyball games at one time. Given a one hour time frame for each play date, four games can be played each week for each league on the two courts. With only four teams in a league, a double round robin must be played to have six league games played by each team and teams prefer playing five different opponents once each rather than three opponents twice each. Having five teams per league allows each team only four league games, plus it only takes two and one-half weeks to complete a round robin. If a double round robin is played with five teams, many participants complain about having to give up two nights per week for three weeks over a five week period of time. The hard core players like this, but they are in the minority at Eastern. Seven teams per league is the second best alternative, however, it takes five weeks plus part of a sixth to play a single round robin. Six teams just seemed to meet the criteria the best.

Even though leagues are based on the premise that they will each contain six teams, a great deal of flexibility exists in scheduling league play. This depends upon the number of entries and the sport. A four team league plays a double round robin, twelve games; and a five team league plays a single round plus each team plays two additional games, fifteen games. Six team leagues play a single round robin, fifteen games. In basketball this year, we have gone to a seven team round robin league. Participants had expressed a desire to play more games and with the longer than usual time frame in which to operate (nine weeks between January 21 and March 22) it was decided to honor their request. In sports such as co-rec flag football, water polo and soccer as well as bowling,

because of the low number of and often great disparity of entries from year to year, and because facilities presents no problem, league schedules have been drawn up with as many as eleven or as few as three teams in one league.

Our entry system allows for late entries since the final schedules are not copied until the morning of the second day after the entry deadline. In fact, late entries are welcomed to fill up leagues with only four or five teams entered. If all leagues are filled, late entering teams are held in case a team drops out the first week, in which case the late team is substituted for the dropped team. Since all teams enter playoffs, very few teams drop out after the first week of play. If none do, the late team or teams are allowed to schedule games with teams in other leagues. Working with the program supervisors and the opposing team manager, the master schedule is checked to determine place and time. Officials are assigned. The game counts as a regular league game for the late entering team, but only as a practice game for the opponent and does not go on that team's record. A late entering team must play three games in order to be placed in playoffs.

In regard to playoffs, a single elimination format was selected due to the large number of teams in most sports and the fact that all teams enter playoffs. The number of playoff tournaments is determined by the number of teams entered into league play. If there are sixteen or less teams in league play, one playoff tourney is held. If there are seventeen to thirty-two teams in league play, two levels are held. Three levels, Pro, University and College are held with thirty-three or more teams in league play. Teams are placed in playoffs according to final league standings. With three playoff tourneys, first and second place go to Pro level, third and fourth to University and fifth and sixth to College level. Ties go to the higher level. For example, two teams tying for second would go to the Pro level along with the first place team, leaving only the fourth place team for the University level unless there also was a tie at that position. Each level champion receives an All-University Champion T-Shirt.

Cancelled games are not rescheduled unless opponents take it upon themselves to work together with the program supervisor to find an open time slot, if available, agreeable to both and for which officials can be assigned. If officials cannot be found, teams may provide their own and notify the Intramural Office of the results using our official scorecard and signed by both team managers.

The fact that college students' lifestyles often vary greatly from semester to semester due to class schedules and/or new social involvements, as well as other factors, is generally a well known and accepted phenomenon. Rarely, however, does a student's schedule vary a great deal during one semester, let alone during a six to eight week time

frame within the same semester. It is not too much to ask or expect teams to be able to field a representative team drawing from the roster of players they are allowed. After all, participation in the Intramural games scheduled should be expected to be a rather high priority by the participants who have consented to play on the teams. Also, hopefully, the students will remember that in most situations it is their fee money which pays for the program.

Advantages and Benefits

Benefits of the almost instant scheduling system used at Eastern Illinois University have proven to be many over the eight years it has been in effect. Briefly stated, they are:

1. Gets the team manager involved in the entry procedure and the program.

2. Allows the team to select playing days, times and facilities.

3. Allows organizations such as residence halls and fraternities to select the same league in which to play.

4. Allows for consistent playing days and times blending in with other school functions such as meetings, night classes, etc.

5. Allows for consistent playing site therefore eliminating confusion on part of players, as well as officials, in finding a different field each game.

6. Allows teams to know when and where they play as soon as they enter. They find out specific dates two days after the deadline when leagues are posted.

7. Eliminates the Intramural Staff from being forced to decide when and where to have teams play.

8. Allows for less forfeits as compared to when staff placed teams in leagues.

9. Encourages early entries to get preferred playing times, facilities and days.

10. Makes it easy and efficient to administer.

11. Allows for administrative scheduling time to be reduced tremendously.

12. Allows for scheduling procedures to be virtually finished on the deadline date.

13. Schedules do not have to be typed which was very time consuming.

14. Relieves the last minute "log jam" of entries which usually resulted in some clerical errors which, in turn, led to numerous problems.

15. Never deprives a team of the opportunity to play. (Budgetary considerations never control the number of entries at E.I.U.)

16. Allows for a great deal of flexibility in scheduling.

17. Results in fewer "drop out" teams.

18. Appears that students seem to be very satisfied with the system. Almost all complaints have been eliminated.

Conclusion

There are conventional, instant and computerized scheduling systems being used at various schools throughout the nation. Any one of the three methods may be the best method at your school for any number of reasons given your particular circumstances. Maas (1981), concluded in comparing computer and instant scheduling techniques, that the instant scheduling process is far superior to computerized efforts.

Pomerantz (1983), provides the best bibliography located concerning instant scheduling. Although the E.I.U. scheduling method is not a pure instant scheduling technique, however, the emphasis is on flexibility, ease of administration and student satisfaction.

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CHAPTER III

Theory and Research

A SCALE TO MEASURE ATTITUDES TOWARD INTRAMURAL SPORTS

Bill Stobart

With a limited availability of funds at some colleges and universities, intramural directors are becoming more and more accountable to show their program is meeting the needs of students. Because of the need to show accountability for this program, the intramural director must seek an effective way to evaluate the program. A need exists for a means to effectively evaluate intramural sports programs. In the past, intramural directors have had to rely on their own subjective judgment or have relied on an increase or decrease in the number of participants as the only means to evaluate the intramural sports program. Neither method has resulted in a valid or reliable means for evaluation.

The result of the study reported herein is an attitude scale which will enable intramural directors to determine if their programs are accepted positively or negatively by paticipants, non-participants, faculty, and administrators. By using an attitude scale for intramural sports, directors will no longer have to rely on subjective judgment in evaluating their programs. This will permit intramural directors an opportunity to obtain information from students, faculty, and staff as to their thoughts about the program and, thereby, influence the direction of their program to better meet the needs, interests, and desires of the students and faculty on the college campus.

The purpose of this study was to develop an attitude scale (Form C) from two existing scales (Form A and Form B) that were developed by the author. Form C of the attitude scale was to consist of the best twenty statements from the existing scales to simplify both testing and scoring

of the attitude scales. The original attitude scales consisted of two parallel forms of thirty statements with each scale having fifteen positive and fifteen negative statements concerning intramural sports. Form C was to be developed using the top twenty discriminating statements regardless of the statement being positive or negative.

To develop Form A and Form B of the original attitude scale, a list of one hundred and six statements was established which covered the mental, physical, and social aspects of intramural sports plus various statements which were of a general nature concerning intramural sports. A twenty member panel of judges (Table 1) was selected to establish construct validity of the scale. The twenty member panel of judges was selected from the 1983 **National Intramural-Recreational Sports Directory**. All members of the panel of judges were intramural directors or assistant directors at various colleges and universities in the United States. Included as members of the panel of judges were the Past-President, President, President-Elect, Executive Secretary, and four regional Vice-Presidents of the National Intramural-Recreational Sports Association. All six National Intramural-Recreational Sports Association districts were represented on the panel. The panel consisted of thirteen men and seven women.

The construct of the study (i.e., attitude toward intramural sports) was precisely defined in a letter sent to the panel of judges. The panel was asked to make certain that similar, but confounding constructs (such as attitude toward athletics) were not to be included as part of the study. The panel of judges was asked to evaluate each statement. The judges were asked to decide if each statement was either positive (favorable to intramural sports) or negative (unfavorable to intramural sports). The panel was also asked to mark any statement which was, in their opinion, unclear or poorly worded.

Seventy percent of the judges had to be in agreement in deciding if the statement was positive or negative for that statement to remain in the scale. Seventy percent was subjectively chosen to: (1) allow for a sufficiently large number of judges to show agreement, and (2) prevent a relatively small number of judges from eliminating statements. Any statement that was marked unclear by more than one judge was excluded from the scale.

For scoring purposes, each statement in the scale was assigned five terms: strongly agree, agree, undecided, disagree, and strongly disagree. A numerical value was assigned to each term based on the statement being either positive or negative toward intramural sports as rated by the judges. For each statement which the judges rated positive, the following numerical values were assigned to the terms:

Strongly Agree = 5 Agree = 4 Undecided = 3
Disagree = 2 Strongly Disagree = 1

For each statement which the judges rated negative, the following numerical values were assigned to the terms:

Strongly Agree = 1 Agree = 2 Undecided = 3
Disagree = 4 Strongly Disagree = 5

The score for the scale was the sum of the total of the numerical values for all the statements in the scale.

Of the original one hundred and six statements, only seventy-four statements received a seventy percent agreement as to being clearly positive or negative toward intramural sports and these seventy-four statements were retained in the scale. The scale of seventy-four statements was given to fifty-seven volunteer subjects residing in two dormitories (Futrall and Holcombe) at the University of Arkansas — Fayetteville. After tabulating the score on the scale for each subject, the top twenty-five percent of the scores and the bottom twenty-five percent of the scores were identified and singled out from the rest of the scores. A mean for each statement was determined for the top twenty-five percent of the scores. The mean was calculated by: (1) multiplying the number of subjects who strongly agreed by five or one (five if the statement was positive and one if the statement was negative), (2) multiplying the number of subjects who agreed by four or two (four if the statement was positive and two if the statement was negative), (3) multiplying the number of subjects who were undecided by three, (4) multiplying the number of subjects who disagreed by two or four (two if the statement was positive and four if the statement was negative, (5) multiplying the number of subjects who strongly disagreed by one or five (one if the statement was positive and five if the statement was negative), and (6) adding the numbers from strongly agree, agree, undecided, disagree, and strongly disagree to get the total points and dividing by the number of subjects which comprised the top twenty-five percent of the scores the bottom twenty-five percent of the scores of the fifty-seven subjects. The discriminatory factor was the difference when the mean of the bottom twenty-five percent of the scores was subtracted from the mean of the top twenty-five percent of the scores. (The discriminatory factors for the seventy-four statements are shown in Table 2).

The statements were ranked from one to seventy-four according to their discriminatory factor. The statement having the largest discriminating factor was number one with the statement having the smallest discriminating factor being number seventy-four. The final scale (Form C) was composed of the twenty statements which had the largest discriminating factor regardless of the statement being positive or negative. The Stobart Intramural Attitude Scale (Form C) may be found in Table 3.

Mr. Edward P. Mockus Yale University	11. Dr. Mary Daniels The Ohio State Univ.
Mr. Eric Stein Princeton University	12. Dr. Bill Harms Univ. of Wisconsin- Eau Claire
Mr. Charley Bouleware Univ. of South Carolina- Sumter	13. Dr. Tom Jones Central Michigan Univ.
Ms. Lynn Berle North Carolina State Univ.	14. Mr. Craig Edmonston Univ. of Arkansas
Ms. Nancy Mize East Carolina Univ.	15. Dr. Don C. Bailey North Texas State University
Dr. Jane Russell University of Georgia	16. Mr. Dennis Carrington Texas A&M University
Mr. John Bailey Univ. of Mississippi	17. Dr. Betty Thompson University of Texas
Mr. Louis Marciani Univ. of Southern Mississippi	18. Dr. Judi Bryant Univ. of Colorado
Mr. M. Wayne Jennings Eastern Kentucky Univ.	19. Dr. Bill Vendl Cal State-Long Beach
Ms. Sally Myers Miami University	20. Mr. Will Holsberry Oregon State Univ.

TABLE 1 Panel of Judges

Table 2

The Discriminatory Factor for the Seventy-four Statements

Statement Number	Discriminatory Factor	Statement Number	Discriminatory Factor
1.	.84	38.	1.29
2.	.75	39.	.97
3.	.73	40.	.85
4.	.58	41.	.87
5.	.37	42.	.50
6.	.57	43.	1.32
7.	.79	44.	.38
8.	.66	45.	.19
9.	.34	46.	.79
10.	.32	47.	.60
11.	.77	48.	.94
12.	.68	49.	1.35
13.	.58	50.	1.25
14.	.57	51.	.73
15.	1.32	52.	.85
16.	.75	53.	.53
17.	.62	54.	.95
18.	.52	55.	.67
19.	.65	56.	.75
20.	.39	57.	.38
21.	-.30	58.	.40
22.	1.38	59.	.88
23.	.35	60.	1.11
24.	.47	61.	.91
25.	.26	62.	.75
26.	.87	63.	.85
27.	1.00	64.	.56
28.	.39	65.	.84
29.	.94	66.	1.11
30.	.57	67.	.77
31.	.84	68.	.77
32.	.60	69.	.57
33.	.85	70.	1.17
34.	1.05	71.	1.18
35.	.81	72.	.91
36.	1.42	73.	1.75
37.	.93	74.	.85

Table 3
Intramural Attitude Scale ..le
Form C

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	A person would be better off emotionally if he/she did not participate in intramural sports.	( )	( )	( )	( )	( )
2.	I would advise anyone who is physically able to actively participate in intramural sports.	SA ( )	A ( )	U ( )	D ( )	SD ( )
3.	Intramural sports are not an important phase of education.	SA ( )	A ( )	U ( )	D ( )	SD ( )
4.	If for any reason a few extracurricular activities have to be dropped from the college program, intramural sports should be one of the activities dropped.	SA ( )	A ( )	U ( )	D ( )	SD ( )
5.	Intramural sports lessen opportunities for sociability by encouraging people to compete against each other in many of the activities.	SA ( )	A ( )	U ( )	D ( )	SD ( )
6.	Intramural sports are mainly for the physically gifted.	SA ( )	A ( )	U ( )	D ( )	SD ( )
7.	Intramural sports do little in developing desirable standards of conduct.	SA ( )	A ( )	U ( )	D ( )	SD ( )
8.	The skills that one learns through intramural participation are of little value in everyday life.	SA ( )	A ( )	U ( )	D ( )	SD ( )
9.	Intramural sports are an important part of a school's activity program.	SA ( )	A ( )	U ( )	D ( )	SD ( )
10.	Intramural sports have little to offer for the unskilled individual.	SA ( )	A ( )	U ( )	D ( )	SD ( )
11.	No definite beneficial results come from participation in intramural sports.	SA ( )	A ( )	U ( )	D ( )	SD ( )
12.	Participation in intramural sports makes for a more wholesome outlook on life.	SA ( )	A ( )	U ( )	D ( )	SD ( )
13.	Intramural sports have no place in modern education.	SA ( )	A ( )	U ( )	D ( )	SD ( )
14.	Time spent engaging in intramural sports could be more profitably spent in other ways.	SA ( )	A ( )	U ( )	D ( )	SD ( )
15.	Intramural sports are a waste of time in college.	SA ( )	A ( )	U ( )	D ( )	SD ( )
16.	Intramural sports participation does not contribute to the physical development of the participant.	SA ( )	A ( )	U ( )	D ( )	SD ( )
17.	Intramural sports participation does not teach the individual sportsmanship.	SA ( )	A ( )	U ( )	D ( )	SD ( )
18.	Intramural sports participation does not increase the individuals ability to make decisions.	SA ( )	A ( )	U ( )	D ( )	SD ( )
19.	Intramural sports participation does not teach the individual the importance of dedication to a cause.	SA ( )	A ( )	U ( )	D ( )	SD ( )
20.	Intramural sports do little to aid in the development of a well-rounded personality.	SA ( )	A ( )	U ( )	D ( )	SD ( )

AN ANALYSIS OF NONPARTICIPATION IN CAMPUS RECREATIONAL SPORTS ACTIVITIES

J. Thomas Chesnutt, University of Alabama
P. J. Nadeau, Texas A&M University
Wayne Taylor, University of Alabama

Recreational sports professionals generally agree that the overall goal of recreational sports programs is to reach all individuals in the campus community. Authors such as Mueller and Reznik (1979) and Mull, Bayless and Ross (1983) have stated this as a goal of recreational sports, but perhaps it was best articulated by Colgate (1978, p. 36):

> "In order to keep the program wholly within the original guidelines and democratic, the following characteristics should be well preserved.
>
> 1. The program should serve **all** students, providing participation outlets for everyone, no matter how small the group . . .
>
> 2. The program should exclude no one, honor all who are deserving . . . and show no favoritism whatsoever in regard to sex, race or any other distinction."

To strive towards the goal of serving all individuals of a campus community, it is important to determine why individuals choose not to participate. A number of recent studies (Chesnutt & Haney, 1984, in-press; Edmonson, 1975; Hammitt & Hammitt, 1980, 1985; Iso-Ahola & Allen, 1982; Zuercher, 1980) have examined reasons for participation in recreational sports activities, but as stated by Theobald (1979, p. 140), administrators should be concerned not only with who does the program succeed in reaching, but also "who does it not reach." Thus, nonparticipants must be evaluated as well as participants. Lundegren and Farrell (1985, p. 185) stated if you only evaluate those already in your programs, "you do not reach the nonparticipants with these techniques and you often end up with evaluations from those who are "supersatisfied" and will probably stay with the program through thick and thin. To increase department exposure and to make a complete evaluation, you need more than those responses." By knowing factors and reasons for nonparticipation, recreational sports administrators and programmers can more effectively serve the total campus population.

The purpose of this study was to identify factors and reasons for individuals not participating in recreational sports programs and activities. The areas investigated included reasons related to programs, facilities, personnel and time constraints. Differences in nonparticipation based upon gender, race, year in school, residence, employment, sports and recreational experiences, and region of the country were also examined.

Recreational sports nonparticipation has been examined on college/university campuses. An early study of male students at Rice Institute by Barker (1954) indicated four primary reasons for nonparticipation in intramural sports. The reasons, in rank order, were: "lack of time," "no interest," "not skilled," and "working." McGuire (1956) obtained similar results when he surveyed male students at the University of Texas. More than half of the subjects indicated that studies required too much of their time. The other two most prevalent reasons were "working in spare time" and "lack required skills." Also, independent males had higher nonparticipation rates than those associated with fraternities. Cain (1963) also conducted a similar study during this same time period and in the same region, except she surveyed females at the University of Arkansas. Nonetheless, the women indicated much the same reasons as the men in the previous studies: "did not have time," "did not have ability," "no interest," and "other things she would rather do."

More recent studies of nonparticipation on campuses indicate that not much has changed. Stevenson, Reznik and Zuercher (1979) found that 75 percent of the nonparticpants at the University of Michigan did not participate primarily due to lack of time. While this was similar to the findings of the earlier studies, the extent to which lack of time was a factor had risen from 50 percent to 75 percent. Two other reasons given for nonparticipation were distance and attitude. Ierides (1981) found "unsuitable hours," "participaton interfered with studies," and "employment" to be the reasons students did not participate in her study of six private colleges in Massachusetts and New York. However, this study went beyond the previous studies by examining in greater depth the frequencies of participation and nonparticipation. For example a higher percentage of commuter students were nonparticipants than resident students, and a higher percentage of female students were nonparticipants than male residentstudents.

Method

Subjects

The sample consisted of 57 students at three universities: University of Alabama (UA), University of Minnesota — Duluth (UMD), and Texas A&M University (TA&M). The subjects ranged from freshmen to graduate students, with the largest category being juniors (28.2%) and the smallest graduate students (5.4%). Most of the subjects were males (58.4%), and only a small number of the students belonged to a fraternity or sorority (9.7%), and most of the students lived off-campus (57.8%). Slightly less than half of the tudents were employed (43.3%). The subjects as a whole were not asedentary group; most (61.8%) had com-

peted in varsity sports and the vast majority (82.8%) were active in physical activities outside of recreational sports.

Instrument

The instrument was a self-administered questionnaire based in part upon the questionnaire utilized by Ierides (1981). Specifically, the form provided for the segmentation of subjects according to independent variables such as gender, classification, race, residence, employment, mode of travel, marital status, and participation in varsity sports. The dependent variables measured by the instrument were awareness of recreational sports activities, participation/nonparticipation in recreational sports, reasons for nonparticipation, reasons for participation, and extent of participation.

The survey forms were distributed primarily from the student unions on the respective campuses in order to obtain representative samples of the total student populations. The questionnaires were available at tables set up and staffed by recreational sports personnel. Staff members also distributed the forms to students sitting in the union cafeterias and lounges. Chi-square analysis procedures of the Statistical Package for Social Sciences (SPSS) were utilized for analysis of the data. The significance level was established at alpha = .05.

Results

When taken as a whole, the subjects had been active in sports and physically active recreational pursuits both in the past and at the time of the study, as indicated by the 61.8 percent involvement in high school varsity sports and the 82.8 percent participation in recreational activities at the time of the survey. Almost one-third of the subjects had participated in two or more varsity sports and a similar number indicated that they participated in three or more physically active recreational activities outside of recreational sports. Twenty-two percent of the total subjects spent over eight hours each week participating in these recreational activities. The most popular activities in order of participation were: running, weight training, golf and tennis, and team sports.

Slightly more than three-fourths of the subjects preferred to have recreational activities such as tennis courts, weight rooms, and free play areas located in a centralized location near the student recreation center rather than in or near dormitories. While an overwhelming majority of the subjects, 81.0%, had heard of the recreational sports program on their campus, only 51.0 percent had participated in recreational sports activities within the past year. Of those who were not participants, 52.9 percent indicated they were interested in becoming involved in recreational sports activities.

Lack of Awareness

The factor with the greatest relationship to the awareness of recreational sports programs was the university setting. As can be seen in Table 1, UA students were much less likely to be aware of recreational sports programs than TA&M or UMD students. The factor with the next highest relationship was classification; juniors and seniors were most aware of the programs while freshmen and graduate students were the least aware. Number of recreational activities, marital status, transfer status, race, and varsity sports participation were other factors which had significant relationships with the awareness of recreational sports activities. The factors which had no apparent relationships with awareness of recreational sports programs were academic major, gender, full-time status, fraternity/sorority status, residence, miles from school, mode of travel, employment, hours employed, number of varsity sports, and hours engaged in other recreational activities.

Lack of Participation

Past participation in varsity sports had the greatest relationship with present participation in recreational sports activities. Whereas only 32.0 percent of the nonparticipants of recreational sports had been involved in varsity sports at the high school or college levels, 63.0 percent of the recreational sports participants had been involved in varsity athletics. This factor was by far the greatest predictor of recreational sports involvement. Marital status was the factor with the second highest relationship; married students were less likely to participate in recreational sports than single students. As presented in Table 2, the other factors with significant relationships to participation were: gender, transfer status, institution, distance from school, residence, and fraternity/sorority status.

Reasons for Non-participation

The subjects who did not participate in recreational sports activities were asked to rate on a scale from 5 to 1 each of 12 statements as "important" or "not important" reasons for their lack of participation. The most important reason for nonparticipation, as presented in Table 3, was "conflicts with class/study time", followed by "unsuitable hours" and "lack of information about your programs." The least important reasons were "my poor health", "poor officiating at sports events," and "poor leadership."

Table 1
Factors Related to Awareness of Recreational Sports

Factors	Aware of Rec Sports		Chi Square	p	Phi
	Yes	No			
Institution:			45.90	.001	.30
U of Alabama	69.4%	30.6			
Texas A&M U	93.2%	6.8			
U of Minn, Duluth	92.6%	7.4			
Marital Status:			9.01	.01	.14
Married	61.1%	38.9			
Single	82.8%	17.2			
Classification:			16.51	.01	.18
Freshman	69.7%	30.3			
Sophmore	79.1%	20.9			
Junior	86.0%	14.0			
Senior	87.5%	12.5			
Graduate	69.7%	30.3			
Transfer status:			5.47	.05	.11
Transfers	73.4%	26.6			
Non-transfers	83.8%	16.2			
Race:			3.94	.05	.10
White	82.4%	17.6			
Non-white	71.0%	29.0			
Varsity Sports			4.40	.05	.10
Participants	84.1%	15.9			
Non-participants	76.4%	23.6			
Number of Activities			13.73	.001	.16
None	67.6%	32.4			
1-2	82.6%	17.4			
3+	86.0	14.0			

Table 2
Factors Related to Participation

Factors	Participate Yes	Participate No	Chi Square	p	Phi
Institution:			8.54	.02	.13
U of Alabama	44.7%	55.3			
Texas A&M U	57.8%	42.2			
U of Minn, Duluth	57.3%	42.7			
Sex:			8.81	.01	.13
Male	56.7%	43.3			
Female	43.0%	57.0			
Marital Status:			8.76	.01	.14
Married	25.7%	74.3			
Single	53.2%	46.8			
Transfer Status:			8.01	.01	.13
Transfer	39.1%	60.9			
Non-transfer	54.9%	45.1			
Fraternity Status:			4.34	.05	.09
Greek	36.7%	63.3			
Independent	52.4%	47.6			
Residence:			6.37	.05	.11
On-campus	57.4%	42.6			
Off-campus-ind	46.9%	53.1			
Off-campus-rel	43.6%	56.4			
Miles from school:			7.16	.05	.12
< 1 mile	55.2%	44.8			
2-3 miles	48.8%	51.2			
4+ miles	39.1 %	60.9			
Varsity Sports:			45.42	.001	.30
Participant	63.0%	37.0			
Non-participant	32.0%	68.0			

(Percentages are row percentages)

Reasons for Non-participation

The subjects who did not participate in recreational sports activities were asked to rate on a scale from 5 to 1 each of 12 statements as "important" or "not important" reasons for their lack of participation. The most important

Table 3

Importance of Reasons for Nonparticipation In Recreational Sports Activities

Reasons	Mean
Conflicts with class/study time	3.71
Unsuitable hours	3.06
Lack of information about your program	2.95
No one to participate with	2.48
Too far from where I live	2.16
Lack of skills	2.13
No interest in recreational activities	1.89
Too much emphasis upon competition	1.81
Inadequate facilities	1.77
Poor leadership	1.72
Poor officiating at sports events	1.68
My poor health	1.30

Discussion

One of the most encouraging results of this study was the finding that over 80 percent of the subjects were aware of the recreational sports programs on their campuses. This compared favorably with the 94 percent awareness finding by Stevenson, Reznik and Zuercher (1979). However, although the awareness level was high, the participation level was not as high as expected. Whereas McGuire (1956) found a 64 percent participation level and Stevenson, Reznik and Zuercher (1979) a 65 percent level, just over half, 51 percent, of the subjects of this study were participants.

The finding of "conflicts with class/study time" as the most important reason for nonparticipation was consistent with the studies of Spreitzer and Snyder (1983), Stevenson, Reznik and Zuercher (1979), Ierides (1981), Cain (1963), and Barker (1954). However, differences were also found. Ierides (1981), McGuire (1956), and Barker (1954) reported that employment was also an important reason for nonparticipation. This study indicated that neither employment nor number of hours employed affected participation rates. Similarly, Cain (1963) reported lack of ability and interest in recreational activities as important reasons for nonparticipation, but this study did not indicate these as important reasons. It was encouraging that except for "my poor health," the least important reasons for nonparticipation were "poor officiating at sports events," "poor leadership," "inadequate facilities," and "too much emphasis upon competition."

Lack of adequate facilities was often a major reason given for nonparticipation by the general public (Romsa & Hoffman, 1980; Boothby, Tungatt & Townsend, 1981). However, this does not appear to be a major complaint on university campuses.

In today's climate of equal opportunity, the gender of the participant is often an area of concern and controversy to recreation administrators. Unkel (1981, p. 14) stated that "females indeed participate in some types of physical activities as much as males . . . This 'equal' participation occurs in those types of activities that are not generally labeled as being 'unfeminine,' and for which more equal opportunities tend to exist." However, this study did not appear to support Unkel's conclusion. Equal opportunities exist in many areas of the recreational sports programs, yet 57 percent of the females were nonparticipants compared to only 43 percent of the males.

As might be expected, a higher percentage of resident students were participants than commuter students. This was in complete agreement with the findings of Ierides (1981).

Interesting comparisons existed between awareness and participation levels. Whereas, more white than non-whites were aware of recreational sports programs, there were no differences in the participation rates of the two groups. Similar results were found for the factors of classification and the number of recreational activities. On the other hand, while there were no awareness level differences based upon the factors of gender, fraternity/sorority status, residence, distance from school, or number of varsity sports, significant differences in participation rates existed for each of these factors. Although awareness and participation rates did not appear to be related for the above factors, consistent relationships did appear to exist for the institution, marital status, transfer status, and varsity sports participation factors. For each of these factors, much of the differences in participation rates could be accounted for by the differences in awareness levels.

In conclusion, the results of this study could be beneficial to the recreational sports administrator who desires to not only better serve the individuals already participating in his or her program, but who strives to broaden the participation base. While little can be done about the "conflicts with class/study time," for after all, academics should be the top priority of university students, administrators can cope with the "lack of information about your programs." Most of the nonparticipants indicated an interest in becoming involved in recreational sports activities and additional publicity was given as the primary method of facilitating this potential involvement. To reach the greatest number of nonparticipants, this publicity should be directed toward the following students: females, married students, transfer students, fraternity/sorority members, commuters, and students who have not participated in varsity sports.

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POINT SYSTEMS: YES OR NO?

By Theresa DeNeff, Jeanne Monich, and Jan Wells
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The participation point system has been a long standing tradition in the Intramural Sports Program at The University of Michigan. However, the point systems overall role in the success of the Intramural Program had never been determined. Consequently, the Intramural Staff at The University of Michigan decided to evaluate the purpose and value of the point system both within Michigan's program and at other universities of comparable enrollment through the United States. This article discusses the procedures utilized and results obtained in the evaluation of point systems.

In *Intramural-Recreational Sports: Programming and Administration* (1979) Mueller and Reznik define point systems as "Valid systems that measure IM-Rec Sports participation and performance comparable to the manner in which grades signify academic achievement. They also state that "all games and athletic contests contain some type of scoring mechanism to denote the relative status of participants throughout the contest. A point system is an extension of this scoring concept, cumulatively applied to all activities in the program." At The University of Michigan, the participation point system outlined in the Mueller/Reznik book *Intramural-Recreational Sports: Programming and Administration* (1979) is utilized. Intramural teams compete in fifteen different sports and accumulate points both through participation and final tournament rankings. At the conclusion of each academic year, the Intramural Staff awards first and second place trophies by division (Fraternity, Residence Hall, Women, etc.) to the teams with the most points.

Because the point system has been an integral part of the program for the past 50+ years, there has been a reluctancy to consider any changes. However, during the past few years the current Intramural Program staff has begun to really question the value of the point system. It seemed that many students were either apathetic towards the system or were trying to circumvent the system. In order to provide some answers, it was decided to conduct an extensive evaluation of the current status of point systems. The evaluation was conducted through three avenues. First, an extensive review of the literature on point systems was done. Through this review, a listing of the pros and cons of point systems was developed. Although this listing was quite lengthy, the pros were equally balanced by the cons so no definite statements on the current status of point systems could be derived.

Second, a telephone survey of The University of Michigan Intramural Sports Program participants was conducted. Three participants from each team participating in the softball and football leagues were surveyed. Six hundred and eighty-nine were contacted which represents 12% of the total number of participants in the softball and football leagues. Ninety percent of those surveyed were male. The results showed a good cross section of years of participation in Intramural Sports, with 25% having one year of experience, 29% having two years, and 25% with three or more years of participation. The rest were participating for the first time. These results represented a good range of experience with Intramurals and therefore a wide range of exposure to the point system.

The first question was designed to determine the attitude of the participants towards their reason for participation. Were they just out for the fun of sports or did they have a "win at all costs" attitude? The results showed an even split (52% vs. 51%) among those interested in competi-

tion and those interested in recreation. Only 15% were out just to win. (Allowing the respondents the opportunity to provide more than one response to this question resulted in a percentage higher than 100%) One third of the respondents were not familiar with the point system. The lack of publicity and/or information from the managers appeared to be the main reason for this lack of knowledge. Of those who were familiar with the point system, over half of them participated in the point system and felt it was an incentive to participate. They enjoyed the added competitive pressure and would be disappointed if the point system was eliminated. The results did indicate that if the point system was eliminated teams would not decrease their participation except perhaps in the minor sports and meets.

Another question was directed towards finding out if the participants felt the point system led to unethical practices by some participants. While the highest percentage felt there was no problem with this, one third of the respondents felt there were problems. The most common unethical practices mentioned were the use of "ringers", i.e., a good athlete plays for more than one team and the use of non-roster participants because of player shortages.

Lastly, the main question in the survey was directed towards finding out how important the point system was to the success of Intramural Sports at The University of Michigan. Forty-six percent of the respondents indicated the point system was important, 23% found the point system not important for participation, and only 1% found the system to be detrimental to the program. In breaking down the results by divisions, the Co-Recreation, Women, and Graduate/Faculty/Staff divisions were more interested in the recreational aspects of participation while the Independent, Residence Hall, and Fraternity divisions were much more competitive and felt the point system was an integral part of their participation.

The final avenue of the evaluation was a written survey sent to universities of comparable size to The University of Michigan. The schools were selected to represent the six regions throughout the United States that are recognized by The National Intramural-Recreational Sports Association. Surveys were sent to 48 universities with a return rate of 100%.

The questions pertaining to the university surveys had two main focuses. The first part attempted to find out if universities were still using point systems, the type utilized and to whom they were directed. The second attempted to examine why universities who had point systems decided to eliminate them, what influenced their decisions, and what occurred once the point system was eliminated. Fifty-six percent of those surveyed still utilized a point system. The most frequently mentioned type

was the "All Year Team Points". Other types mentioned were Participation Points, Individual Points, and Sportsmanship Points. One hundred percent of the programs utilized point systems in their Fraternity divisions followed by the Residence Hall (70%), Women/Sororities (56%), and Independent (44%) divisions. Co-Recreation and Graduate/Faculty/Staff divisions were the least involved with point systems. These results indicated that the usage of point systems still remains high in large universities throughout the United States.

Of the thirteen universities who had point systems and eliminated them, their primary reasons for eliminating their point systems ranged from wanting to de-emphasize the winning aspect of participation and because it caused people to participate in sports they had no interest in. Sixty-nine percent then indicated that the elimination of the point system caused no drop in participation. The other 31% indicated the drop in participation was predominately in the individual, dual, and minor sports. Eighty-seven percent indicated that the participants reacted favorably to the dropping of the point system. Lastly, when asked if the point system contributed to the success of an Intramural Sports Program 52% indicated yes.

Based on the results of the surveys, several conclusions could be drawn. From the student participation survey, it was concluded that 1) Competition and recreational aspects of intramural sports were equally important to The University of Michigan participants and that actual "winning" was surprisingly much less important, 2) better publicity regarding the point system employed was needed, 3) participants would continue to participate even if the point system were eliminated, and 4) for most participants, the point system was important to the success of Intramural Sports at The University of Michigan.

It was concluded from the survey conducted at selected universities throughout the United States that: 1) although many types of point systems are utilized, the most popular was the All Year Team Point System, 2) point systems were particularly important in both the Greek and Residence Hall divisions, and 3) it is possible to eliminate the point systems without adversely affecting the Intramural Sports Program; and 4) the majority of universities surveyed still regarded point systems as a valuable part of their Intramural Sports Programs.

As a result of this extensive evaluation, it was decided that the point system at The University of Michigan would be continued within all divisions. There will, however, be stricter regulations implemented regarding those who are competing for the All Year Team Championship. Following are some guidelines that will be employed. All teams pursuing the All Year Team Point Championship must officially declare themselves by the end of softball (the first major team sport in the Fall term). There must be at least four teams vying for the championship before the statistics will be kept. Teams must participate in both Fall and Winter Term sports. Ex-

cept for Fraternities and Residence Hall teams, team rosters are limited to thirty participants.

In conclusion, The University of Michigan decided to say "YES!" to point systems.

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COMMERCIAL RECREATIONAL SPORT MANAGEMENT: A New Frontier of Professional Opportunity

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The provision of facilities, programming and leadership in the management of sports in a recreational environment is recreational sport. What recreational sport professionals do should not be limited by artifically imposed institutional definitions. Tradition and the development of the body of knowledge which defines recreational sports has been associated with the college/university setting. The National Intramural-Recreational Sports Association (NIRSA) was conceived by the efforts of individuals representing educational institutions. This influence is still strongly felt in the organization. Between 80 and 85 percent of the membership represent senior institutions (Kovac, 1984). Although tradition and development have centered on institutions of learning, the scope of what constitutes recreational sport management is much broader.

The inclusion of the military branch to the NIRSA shows an acceptance of the extra-institutional character of recreational sport management. The level of development and organization of recreational sports in the military setting warrants its recognition by NIRSA. The similarities between the traditional NIRSA membership and the military branch are strong. Although the acceptance of our military counterpart into NIRSA is a step in the right direction, many more institutional/organizational settings should be recognized. That recreational sport programming exists outside the educational setting has been confirmed. Studies have verified the similarities between the management of recreational sports in the university setting and the municipal setting (Jamieson, 1980; Seibert, 1979), the military setting (Jamieson, 1980), the industrial/employee recreation setting (Kolesnik, 1981), correctional institutions (Bunn, 1978), and YMCA's (Curtis, 1979). Representatives of these settings make up only two percent of the NIRSA membership (Kovac, 1984).

Another area of concern brought about by the narrow interpretation of recreational sport has to do with the proliferation of assistantships and graduate programs. Because of the narrow perception of what constitutes recreational sport employment, 95% of NIRSA student members have indicated that they wish to obtain employment in a college/university setting (Kovac, 1984). The effect of this narrow focus can be seen at the career opportunities service at regional and national conferences. The 1984 national conference at Ft. Worth received 268 placement service registrations, the majority of which were graduate and undergraduate students. Fifty-nine jobs were posted, with only 22 requiring a masters degree or above. Dr. Craig Ross, Director of the 1984 career opportunities service, indicated that members of the executive committee of NIRSA had initially questioned the posting of jobs that did not represent traditional "NIRSA" jobs.

Just what are "NIRSA" jobs? Beardsley and Mull expressed in 1977 that limiting employment solely to the educational setting would be a betrayal of a professional responsibility to provide qualified leadership to society. The recreation profession has, for years, been calling for a broader perspective of what employment in the leisure services profession actually means. A broadened perspective of what recreational sport professional employment includes will provide NIRSA with additional opportunities for growth and service. It will open new and accepted career paths for students who pass through these educational programs.

Non-traditional recreational sport opportunities exist in a variety of settings, several of which have already been noted. Still, one has yet to be examined. The commercial recreational sport sector provides unique career opportunities for the recreational sport professional. The fascination of the U.S. public with sport, recreation and fitness has not been overlooked by the private sector. The commercial recreational sport sector has been the most responsive to the increased interest and participation in sport/fitness related activities. Two recent studies describe the recreational sport industry of today as being relatively young in comparison to managed recreation in general. Ellard (1984) found 80% of racquetball and tennis enterprises responding to be less than 15 years old with 64 percent of racquet sport enterprises being constructed in the last five years. The Managed Recreation Research Report (1984) confirmed this figure, showing an average age of 10.3 years for multipurpose athletic/sport clubs and 11.0 years for racquetball and tennis enterprises. Many new career opportunities exist where none did ten years ago. The commercial recreational market is a new frontier for recreational sport professionals.

Recent research into the management of recreational sport in the private sector describes the similarities and dissimilarities between the private sector and the traditional sector. The greatest similarity between

the sectors lies in the delivery of programming. Levels of recreational sport programming including instructional, informal, intramural, extramural, and club sports have their parallels in the private sector. The typical commercial recreational sport enterprise provides as part of its service package instruction in sport skills, "open" or informal use of facilities by members or patrons, organized leagues and tournaments for members or patrons, sponsored competition with other enterprises and assistance to special interest groups within the organization. In addition, private recreational sport enterprises often provide clinics and special events. Similar to the recreational sport programming in the traditional educational institutional setting, programs in the private and commercial sector also foster socialization among patrons.

Several dissimilarities should also be mentioned. First, commercial recreational sport enterprises are far less diverse than typical college/university programs. Generally a commercial enterprise develops around a particular service or activity. Racquetball, tennis and bowling are a few examples. However, single service enterprises which were the mainstay of the early growth of the industry have begun to give way to multipurpose sport/athletic enterprises. The multipurpose athletic/sport club tends to dominate the managed recreational sport industry today. Of the tennis and racquetball enterprises addressed in one study, 53% classified themselves as multipurpose rather than by any of the single purpose options provided (Ellard, 1984). The diversity of service gives a double check of this initial classification. Both the Managed Recreation Research Report and Ellard's study show the multipurpose enterprises to provide a much wider range of activities/services than those classified as either tennis or racquetball alone.

A second major dissimilarity between the traditional recreational sport sector and the commercial recreational sport sector lies in the kinds of skills and knowledges stressed by individuals in the jobs. Competency studies have been conducted to determine the skills and knowledges needed in commercial recreation and, now, commercial recreational sport. The Managed Recreation Research Report (1984) expressed surprise that only 17.5% of the respondents indicated having a degree related to management in recreation. While a high frequency of recreation related degrees will be evidenced in traditional recreational sport settings, the private sector is very business oriented. Ellard (1984) found that 43% of all managers responding held degrees in a business or management related field. The second largest group held physical education degrees (18.4%). Recreation degreed persons was a poor fifth with only 5.8% indicating this degree.

Those in management positions do, however, hold some regard for the potential of recreation degree holders. When asked to list positions in their enterprise for which they felt a qualified four-year recreation

graduate would qualify, every possible position was represented. One-hundred and seven responses indicated that a four-year recreation graduate could fill the top positions in the enterprise — manager and assistant manager. Program director level titles were cited by 65 managers and 41 program leadership positions were also listed. In addition, 32 managers indicated business oriented positions. In spite of this optimism, 20% of the respondents were quick to emphasize that their enterprises had no positions which could be filled by recreation graduates.

It has been concluded before that although recreation trained persons enjoy a good reputation in the public sector, this reputation is almost nonexistent in the private, commercial sector. One study of commercial recreation demonstrated that most employers knew nothing about the recreation curriculum in their states (Uibel, 1977). These same employers were unaware of the qualifications of a graduate in recreation. Apparently this position has not changed in regard to employers in the commercial recreational sport sector. Bullar's (1975) conclusions of the commercial recreation job market summarize these findings: 1) employers do not know of the potential of recreation graduates, 2) recreation graduates must compete with business and management graduates for jobs, 3) positions require more business and administrative skills than recreators possess, and 4) there is no communication network to make recreators aware of commercial jobs. Bullaro's conclusions about the commercial recreation sector provide a plan of action from which to begin an assault of the commercial recreational sport industry.

If the commercial recreational sport career path is not easy, however, it will provide a challenge. The traditional college/university recreational sport program has changed little over the years. Change is a hallmark of successful commercial recreational sport enterprises. Most successful clubs are those which seem to always be in a state of construction. New facilities, areas, services, and activities are constantly needed to meet the anticipated needs of the clientele. Commercial recreational sport managers have to be pro-active and not reactive, as the traditional recreational sport services have been.

Several other differences exist between the traditional and the commercial recreational sport sectors. The average salary reported in the Managed Recreation Research Report was $5500 greater in the commercial sector than in the public sector. The private sector offers profit sharing and other financial incentives which are unheard of in the public. However, the public sector boasts better job security. Through further research additional differences may surface. In summary, what occurs in the commercial sector is very similar from the program perspective at educational institutions. From the business perspective, recreation

students need to improve their skills to be marketable. The commercial sector demands forecasting skills and the ability to manage change.

Quite possibly it will take time before recreational sports graduates are able to compete effectively in the commercial recreational sport market. Deficiencies will need to be corrected in terms of the competencies and training of recreational sport professionals. Whether NIRSA officially recognizes the managed commercial recreational sport industry as an appropriate career for its professionals still is undetermined. Nonetheless, there is a professional responsibility to both society and to students enrolled in graduate recreational sport programs to prepare qualified professionals to meet the needs and challenges of providing "sport for everyone." An expansion of the recreational sport horizon to include the commercial as well as other nontraditional recreational sport settings will go far to fulfill both responsibilities.

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THE RELATIONSHIP BETWEEN NO-SHOW FORFEITS AND ENTRY DEADLINE POLICIES

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There are many excuses for a player or team missing a scheduled contest. These include, but are not limited to, "I forgot to check the schedule,' 'I forgot there was a game,' 'I went to the wrong field,' etc." (Morris, 1980). However, no matter what the excuse, the result is the same; intramural participants failing to show for a scheduled contest have a demoralizing effect on the program. Intramural participants look forward to playing and are greatly disappointed when their opponents fail to appear. Repeated no-shows, accompanied by repeated disappointments, eventually lead to decreased participation (Mueller and Reznik, 1979).

Forfeits reflect on the effectiveness of an intramural program. For this reason, intramural departments often resort to a number of procedures to minimize the incidence of teams and/or players failing to appear for a scheduled contest. Some of these procedures include contacting players and/or teams before each contest, having incentives for participation, and letting participants choose playing times. A 'forfeit fee,' a procedure which provides an alternative to participation by enabling a player or team to 'pay instead of play,' (Mueller and Reznik, 1979) is also used.

Some departments contact players or teams immediately if a no-show occurs, to determine the cause, in an attempt to prevent future forfeits and to provide an opportunity to carry the campaign to the participants (Mueller and Reznik, 1979).

At Buffalo State College, the Intramural-Recreation department is subject to similar problems concerning no-show forfeits, as those of other institutions. However, after examining the records of players and teams which caused no-show forfeits, a common denominator, involving the submission of entries, seemed to exist: teams that met entry deadlines had a lower forfeit rate than the teams that missed the deadlines.

Intramural departments use various procedures when establishing entry deadlines. Some departments have strict deadlines; i.e., any entry submitted after a specified time is not accepted.

Other departments use variations of an open-ended deadline. For example, entries are due by a specified date, but late entries may be accepted when the schedule can be adjusted to accomodate them. In some cases, late entries which can not be accomodated are substituted into positions vacated by teams that have withdrawn from the tournament or league. The open-ended entry deadline is the method routinely employed by our department, because it was felt that participation could be increased by utilizing this procedure.

In an attempt to determine if the number of no-show forfeits could be significantly reduced by redefining our entry deadline policy, a study pertaining to forfeit rates was undertaken.

Method

The Sample

The institution at which this study was undertaken, Buffalo State College, is a predominately commuter institution, located in an urban setting. The groups examined and analyzed were male intramural team participants in the five sports whose tournaments employed a round robin tournament format: touch football, indoor soccer, floor hockey, basketball, and volleyball. In each of these tournaments, every team was scheduled to play at least five games, with selected teams advancing to a single elimination playoff round.

Data Collection and Analysis

The data were collected over a four year period, with a total of 512 teams studied. The number of teams entered in each tournament is found in Table 1. These numbers indicate the teams that were accomodated into the schedule; late entries not accomodated were excluded from the table.

Table 2 illustrates the numbers of accomodated teams, by sport, that submitted entries prior to and after the specified deadlines. Of the 512 teams entered, 454 submitted entries by the specified entry deadline date, while 58 entered their teams after the stated deadlines.

During the four years of this study, 64 of the 512 teams were involved in no-show forfeits (for the purpose of this study, a team was counted only one time; even if it was involved in a second no-show forfeit). A no-show forfeit occurred when a team was unable to field the minimum number of players required to compete (floor hockey-5, volleyball-5, in-

door soccer-5, football-7, and basketball-4) within seven minutes after the scheduled time for the contest to begin.

TABLE 1

NUMBERS OF TEAMS ENTERED, BY YEAR AND SPORT, IN TOURNAMENTS

Sport	1980-81	1981-82	1982-83	1983-84	Total
Football	22	32	25	26	105
Volleyball	7	10	10	10	37
Indoor Soccer	14	16	16	18	64
Basketball	30	30	30	36	126
Floor Hockey	44	44	44	48	180
Totals	117	132	125	138	512

TABLE 2

NUMBERS OF TEAMS, BY SPORT, SUBMITTING ENTRIES BEFORE AND AFTER STATED DEADLINE

Sport	Teams Entered Before Entry Deadline	Teams Entered After Entry Deadline	Total Teams Forfeited
Football	98	7	105
Volleyball	24	13	37
Indoor Soccer	59	5	64
Basketball	108	18	126
Floor Hockey	165	15	180
Total	454	58	512

When a no-show forfeit occurred, the following forfeit policy was implemented to determine the team's status in the tournament:

1. When a forfeit occurred at the first scheduled contest for a team, the forfeiting team was eliminated from the tournament.

2. When a forfeit occurred at any point after the first scheduled contest, the team was given a second chance if it notified the Intramural-Recreation department, any time until game time, of its inability to field a team.

3. When a team forfeited a second time, or failed to notify the Intramural-Recreation department prior to its first forfeit, it was eliminated from the tournament.

Entry forms and game score sheets were categorized for the purpose of identifying no-show forfeiting teams and for matching these teams with either having met or not met the entry deadline. Table 3 indicates the numbers of forfeits that occurred in each sport as they related to the entry deadline. This table shows that of 64 teams which caused no-show forfeits, 40 (62.5 per cent) submitted their entries on time, while 24 (37.5 per cent) had entries accepted after the entry deadline passed.

Using the percentages found in Table 3, a t-test, designed to find the significance of the difference between two percentages, was employed to determine if a significant difference existed between those teams submitting entries on time and those failing to meet the deadline.

Results

Slightly less than 9 per cent (40 of 454) of those teams submitting entries on time were responsible for causing no-show forfeits. However, more than 41 per cent (24 of 58) of those teams whose entries were accepted beyond the stated entry deadline date, were the cause of no-show forfeited games.

TABLE 3

NUMBERS OF NO-SHOW FORFEITS, BY SPORT, CAUSED BY TEAMS SUBMITTING ENTRIES BEFORE AND AFTER STATED DEADLINE

Sport	Teams Entered Before Entry Deadline	Teams Entered After Entry Deadline	Total Teams Forfeited
Football	17	3	20
Volleyball	3	7	10
Indoor Soccer	2	1	3
Basketball	8	6	14
Floor Hockey	10	7	17
Total	40	24	64

These percentages were analyzed using the formula for the Standard Error of the Percentage Difference (Garrett, 1962), and a 't-value' of 7 was obtained. With an extremely high number of degrees of freedom (500), this 't' value was determined to be significant at the .01 level of confidence.

Discussion and Recommendations

The results of this study clearly indicate that teams who meet entry submission deadlines are less likely to cause a no-show forfeit than teams that fail to meet the deadline date but are accepted into the tournament. Intramural sports directors who, although it is an almost unattainable goal, strive to eliminate all no-show forfeits from their programs, can use this information as a guideline for establishing entry deadline policies which could decrease the number of forfeits.

Each director must weigh the benefits of potential increased participation resulting from accepting additional entries beyond the stated deadline, versus the added administrative workload and the demoralizing effect which no-show forfeits have on the entire program. However, as the findings of this study show, strict adherence to an entry deadline can eliminate many no-show forfeits. Therefore, it is recommended that establishing an entry deadline date, and abiding by it, will, for the most part, be an excellent and beneficial policy to incorporate within an Intramural Sports Program.

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CHAPTER IV

Personnel

AN OVERVIEW OF STUDENT STAFF DEVELOPMENT

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Student personnel administration is of vital importance to the recreation professional. The performance of student staff as they help to provide recreation services can affect how these services are perceived by participants. In a sense, student staff can often be considered the "beef" in whatever "hamburger" of recreation service is being provided because the quality of the services available is dependent upon the quality of the student staff.

The Division of Campus Recreation at the University of Nebraska at Omaha (UNO) has produced a unique and very successful program which develops student staff through in-service training and on-the-job experiences. Information obtained by the students at the in-service training sessions and during on-site employment may be applied to their personal and academic lives as well. Mr. Sid Gonsoulin, Coordinator of Campus Recreation at UNO claims "cooperation, reliability, and overall job performance among student employees is significantly better when utilizing this approach."

Attracting prospective employees with outstanding attributes is one of the first steps in developing and maintaining a sound and successful personnel program. Administrators must concentrate their attention not only on hiring competent individuals, but also on retaining and supporting them once under employ. The purpose of this paper is to present a number of administrative mechanisms that have been successful in student staff development.

Pre-Hiring

Job Descriptions. The job description should establish essential duties and responsibilities of the student employee. Misunderstandings regarding the student's exact responsibilities can be avoided by providing the employee with a copy of the job description. It can also be used as a basis for evaluating and measuring the performance of the worker.

Job Announcements. Job announcements and advertisements are essential to the procurement of outstanding employees. Announcements are made available at Part-Time Student Employment Offices, on bulletin boards throughout campus, as notices in student newspapers and other printed media, on campus-operated radio and television stations, as announcements in selected classrooms by cooperating faculty, and, equally as important, by word-of-mouth. An effective job announcement includes information that will be attractive to appropriately qualified individuals, yet at the same time dissuade those not qualified.

Job Application. Utilizing a job application form allows the administrator the opportunity to review and examine the qualifications of all applicants. Information which may be of value in screening applicants includes references, the candidate's educational background and job-related experiences. All applications should be kept on file for future reference in the event that a vacancy occurs.

Interview. The interview follows a screening based on the applications of all applicants and is critical in the final selection process. The interview allows the prospective employee and employer an opportunity to ascertain the potential for a harmonious working relationship. The interview involves two-way communication. The student candidate should be provided with information about the position, the program, the department, and the department's relationship to the university or college. Carefully prepared questions should be devised so that the employer can discover as much pertinent information about the prospective student employee as possible. Questions regarding the student's personal goals, motivations, skills, and interests can be answered so that accurate projections of the student's potential can be determined. The interview also allows the employer the opportunity to set guidelines and to explain expectations about job performance.

Written notes should be taken during each session if numerous applicants are interviewed. The interviewer's observations about the candidate's personality and potential ability to work with others on the staff should be recorded. All interviewed candidates should be contacted by personal letter or by telephone to inform them of their job status after a decision has been reached.

Orientation and Training

Mandatory Orientation Training Sessions. At the University of Nebraska at Omaha, mandatory orientation and training sessions are held prior to the beginning of each academic semester for all student employees. The goals of these sessions include adequately preparing the student employee to understand the role that is to be performed and the way in which it is to be performed. The likelihood of quality job performance is increased through such orientation programs.

These sessions also serve to orient the Campus Recreation staff to the function of the department and its relationship to the university. Employees are acquainted with pertinent policies and procedures and encouraged to enforce them consistently. This time is also used to acquaint and reacquaint students with each other. A typical schedule of these sessions includes ice breakers, handbook review, crime and fire prevention presentations, guest speakers, program and activity announcements, a slide-tape orientation module, building and faculty tours, and question and answer periods.

1. Ice Breakers. All orientation sessions incorporate planned yet informal periods in which all employees are asked to introduce themselves. Usually, two or three students plan, organize, and actively lead the ice breaker. This serves as a very effective tool in introducing new staff to veteran staff while creating a comfortable, casual atmosphere.

2. Handbook Review. It is assumed that each student staff member will become completely familiar with the contents of the entire student employee handbook. The handbook outlines job responsibilities and pertinent policies and procedures. It is given to each employee to be returned upon conclusion of the student's employment. Within the handbook is a contract of employment which the employee is asked to sign. By having the student sign the contract, the administration is making positive steps toward the student's understanding of policies and procedures.

3. Crime and Fire Prevention Presentations. Representatives from campus departments and community agencies are asked to make presentations on crime and fire prevention. Students are warned of the dangers of fire and the numerous steps in crime prevention. Since the inception of the crime prevention lectures and related program, actual crime in the Health, Physical Education and Recreation Building (home of U.N.O. Campus Recreation programs) has decreased. Discussions concerning fire prevention help to increase the sensitivity of the student employee to the potential dangers of fire.

4. Guest Speakers. Selected topics relating to student development are presented by guest speakers. Lecture topics have included the following: communication, drug and alcohol awareness, stress manage

ment, and leadership. These lectures usually last no longer than 30-45 minutes and are intended to better acquaint the students with current themes and relevant personal topics. Evaluations of such lectures by the students have been very positive. Through these presentations students have gained additional insights into their own lives. These lecturers come from various departments on campus, from neighboring universities and from community agencies.

5. Program and Activity Announcements. Time is set aside for the professional staff directors of the various program units to announce program dates, deadlines, sign up procedures, and other relevant information about Campus Recreation activities. This not only acquaints the student staff with programming details but also allows them actual organizing time to form teams and informal groups for participation in the programs.

6. Slide-Tape Orientation Module. All new employees are shown a slide-tape presentation which highlights the different program areas and their related responsibilities. The slide-tape presentation is organized and produced by student employees, who thereby gain experience in audio-visual techniques. The slide-tape presentation is a tremendous tool in developing in new employees an understanding of the services that the department offers.

7. Building and Facility Tour. Tours are given the new employees so that their work setting will be familiar to them. Student employees are often asked questions about the location of various rooms, activity areas, offices, rest rooms, and the like. Because the employee knows the location of these areas, he or she is better prepared to assist users and visitors of the facilities.

8. Question and Answer Period. To enable the student employee the opportunity to clarify and completely understand policies and procedures discussed at the orientation and training session, time is set aside so that these questions and concerns can be addressed. The student staff handbook generally serves as a tremendous source of information for answering most questions.

On the Job

While the student staff member is employed with the Division of Campus Recreation there are a number of programs that are planned to contribute to the individual's overall development. These programs range in nature from in-service to family recreational gatherings, and student staff vs. professional staff challenge games. A wage scale has been created to provide employees with some incentives to advance within the organization. An evaluation process, a scholarship program, and an opportunity to become involved in a professional organization also contribute to the student's job satisfaction and development.

Providing this wide range of developmental activities serves to meet a portion of the student employee's academic, social, physical and employment-related needs and is consistent with Campus Recreation's commitment to providing a well-rounded educational experience. Training received by virtue of these opportunities may be utilized immediately and in the student's future.

In-Service Sessions. In-service sessions that are supplemental to the orientation training sessions is usually to provide a review of policies and procedures, and to look ahead to upcoming events. Special presentations by guest lecturers are also featured. Like the orientation sessions, these are mandatory for all student staff.

Students often fail to take advantage of things available to them. Requiring attendance at these in-service sessions may appear to be overbearing, but the positive comments received from the students concerning these sessions are numerous. Student sentiment after attending an in-service meeting is usually one of appreciation.

Incentive Plan. Services offered through the Division of Campus Recreation create a variety of employment opportunities for the student population. In an effort to attract and retain a quality work force an incentive plan was devised. The various job descriptions of the student staff are categorized and carry distinct pay rates based on the criteria of job responsibility; related training, certifications and experience; job performance and length of service.

All Campus Recreation student staff (known collectively as the "Rec-ing Crew") begin working at the first level of their job classification. Upon receiving positive written evaluation, student employees may advance on the pay scale in increments of 5, 10 and 15 cents per hour. Recommendations for student pay increases are submitted to the Coordinator of Campus Recreation for approval. Review of the recommendations coupled with budgetary considerations assist the Coordinator in determining the outcome of the pay raise requests.

Evaluations. Two methods of student employee evaluations are used by UNO Campus Recreation. The first deals with daily job performance while the second type considers job performance over an extended period.

The ten point system of evaluation is a negative evaluation in the sense that points are awarded for failure on the job. If a Rec-ing Crew member is late, absent from work, not performing their job as outlined, etc., a designated number of points are assigned to that person. Different infractions carry different point values. (The professional staff lessen the number of points given if extenuating circumstances were involved.)

Student staff members compiling four or more points must make an appointment to visit with their immediate supervisor. Student employees accumulating eight or more points are placed on probation, putting them in danger of losing their job if any additional points are received during the probation period. Points accumulated are removed at the end of the school year and the student begins the new year with a clean slate.

Although recognition is gained in a negative light, student employees do benefit from this evaluation. Obviously, if points are not received, the employee is perceived as performing the routine items correctly. The incentive becomes simply to perform the job and to avoid receiving points, since this system is a key factor in decisions concerning pay raises.

The second type of evaluation is more subjective. Items examined through this evaluation are quality, detail, initiative, motivation, creativity, rapport, appearance, and maturity. In order to give a fair assessment of these items the supervisor must look at these over an extended period of time. Students are evaluated three months after being hired, after six months of employment, and every six months while employed thereafter.

The student employee is given a letter value in each category. The letter represents a description of the level of the employee's performance in a certain topic area. Comments and observations are written by the evaluator in regard to each topic area. An average of the letter grade received is computed as an overall performance grade. This overall mark is considered when pay raise recommendations are scheduled.

Through the evaluation process, positive attributes are recognized and discussed. The supervisor and employee review the evaluation in a meeting which allows discussion and feedback from both the supervisor and the employee. This one-on-one interaction assists in student and professional staff relations.

Scholarships. Members of the "Rec-ing Crew" have the opportunity to apply for two types of financial assistance scholarships offered exclusively to Campus Recreation student staff. The first scholarship is free enrollment into a three credit hour course on Leadership Development, and the other is in the form of a $250 scholarship check. Certain criteria have been outlined for each award. The leadership course award is available in the fall semester and the $250 scholarship is offered in the fall and spring semesters.

Recipients of the awards are recognized publicly in the form of news releases to home town publications and announcements to local media. Commemorative certificates are also provided. Copies of a letter to the recipients of the awards are kept in their personnel files and sent to advisors and department heads.

Providing these awards afford student employees opportunities which they may not have received otherwise. Achievements and talents not normally recognized during the student's employment may surface through the application process for the awards. Many positive results occur because of these award offerings and it is expected that the prestige of the awards will continue to grow as the number of applicants and recipients increases.

CPR Training. In an effort to provide the safest environment possible for participants, the Division of Campus Recreation requires employees (within certain job descriptions) to become certified in Cardio-Pulmonary Resuscitation (CPR). The training for certification is available to any member of the student staff, but it is required of lifeguards, building managers, and intramural program assistants. CPR classes are offered on campus and employees are compensated for their time spent training. Receiving CPR certification not only allows students to hold a supervisory position, but also serves to increase their level on the pay scale.

CPR training for student employees is important. Providing physical activities for a variety of individuals increases the chances that an employee will have to use such training. By having key individuals on staff certified in CPR the risk of a fatality is decreased.

Golf Classic and Family Day. In keeping with the idea of providing a complete educational experience for members of the "Rec-ing Crew", Campus Recreation sponsors a student staff/professional staff golf outing and family day at the beginning of the fall semester. Student employees are teamed up with professional staff members to participate in the "Rec-ing Crew Golf Classic". The purpose of the event is to provide interaction between students and professional staff outside of the working environment.

Families of the Rec-ing Crew are invited to a pot luck gathering and to view a video tape of play following the golf outing. The gathering allows the professional staff to meet many of the parents and other family members of the students. This very casual outing plays an important public relations role for Campus Recreation and provides an enjoyable time for all who take part.

Challenge Games. Another type of recreational outlet is provided for the student and professional staff through various challenge matches. The "Rec-ing Crew" (upon prompting from professional staff members) issues a challenge to the professional staff for a game of flag football, basketball, volleyball, etc. These games provide another opportunity for student and professional staff to interact in a way other than that of employee and employer. The pre-game heckling by each side creates a semi-competitive spirit for the contest; however, the games themselves are played at a low intensity level with emphasis placed on enjoyment.

Over the past three years the use of the challenge matches has served as a great get-acquainted mechanism for the entire Campus Recreation staff. The activity also serves to "break up" the semester or to kick off a new semester on a high note.

Professional Involvement. Affiliation with the National Intramural-Recreational Sports Association (NIRSA) is encouraged among students displaying an interest in a Recreational Sports profession. Members of the professional staff are greatly involved with NIRSA. By virtue of the professional staff's involvement, students also may become involved in these capacities on a support basis. Through membership, travel to conferences, media center involvement, and committee work the students are introduced to NIRSA.

Campus Recreation at UNO strongly advocates professional growth and affiliation for students. Affording students the opportunity to become involved with NIRSA supports this advocation. The program benefits when professionalism is spread throughout the Campus Recreation organization.

Summary

In conclusion, it is important to recognize that personnel administration is a continuous process. Staff recruitment, selection, training, evaluation, retention, motivation and development are crucial considerations for maximizing staff productivity, growth and job satisfaction. The recreation professional would do well to place a high priority on staff development if he or she is concerned with how much "beef" is in the "hamburger" of their recreation services!

A TOOL FOR PROFESSIONAL DEVELOPMENT

James Welford and Dennis Corrington, Texas A&M University

Texas A&M University is well known for its Aggie jokes. The most current aggie joke pertains to the Intramural-Recreational Sports Department, and is associated with the concept of job rotation. When first considered by the Aggie Intramural-Recreational Sports staff, the idea of a systematic job rotation program was discussed only in jest; however, it is now a reality and is functioning very well.

The Intramural-Recreational Sports Department at Texas A&M University has experimented with job rotation at the mid-management level for four years. Professionals within the department were rotated into new jobs on an availability basis. The people who were willing to take on this

challenge later attributed their success in the job market to having a variety of experiences. The idea of rotating all assistant directors and coordinators became a topic for discussion when three positions became vacant and several staff members expressed an interest in switching jobs.

Should job rotation be considered as a feasible alternative in your department? Before an answer can be reached regarding this question, all the alternatives should be understood and analyzed.

Many different management development tools have been used by specific companies, organizations and Intramural-Recreational Sports Departments. Most development programs were attempted with detailed planning, and outlined by specific objectives (known as the systems approach) while other management development programs were realized after unforeseen management decisions were completed and functioning (known as good luck).

Yoram Zeira (1974) stated that "The systems approach recommends the following steps: analyzing the existing patterns of managerial behavior; defining the required managerial behavior; building a model to eliminate the gap between present and desired managerial behavior; choosing the right composition of training and development methods; implementing the development program; evaluating its effectiveness; and presenting feedback and recommendations for future development activities."

The short-comings of the systems approach deals with a lack of required interaction and feedback; a lack of management's belief that the system will actually work; and calls for a very complicated process that managers do not have time to develop.

An alternative to the systems approach is an on-the-job management development tool known as job rotation. Basically, job rotation is the assigning of employees to other positions within the department for a specified period of time. The time factor is very important and is adjusted to fit the management's particular philosophy and needs. This management development tool is being advocated as one of the most effective methods employed to prevent stagnation and burnout.

Warning — Warning — Warning

Before deciding if job rotation can be implemented in your department, research this question thoroughly to determine if the necessary ingredients exist within your unit for a successful rotation program to be implemented. According to Soderman (1970) "Foremost, you must be able to generate and maintain the cooperation and support of all employees involved to make this program functional."

The high degree of specialization dictated by Texas A&M's administrative structure lent itself well to the concept of job rotation. It allows for the development of each individual's full potential as a recreational sport administrator. The staff is made up of a Director, an Associate Director, five Assistant Directors and three Coordinators. Each Assistant Director and each Coordinator has a specific job description. Their titles are: Assistant Director for Major Team Sports; Assistant Director for Publicity and Public Relations; Assistant Director of Personnel (this position includes the training of officials); Assistant Director for Recreation and Facility Supervision; Assistant Director for Sports Clubs; Coordinator for Minor Team Sports; Coordinator for Individual and Dual Sports; and Coordinator for Personnel. Each position is specialized. However, the education background of the staff qualifies them to administer most of the positions in our program. The only individuals who did not rotate in this program were the Director and the Associate Director.

The process used at Texas A&M pertaining to job rotation began with the identification of the duties and responsibilities for each job. The staff was then asked to rank these duties from least desirable to most desirable. There were some duties that everyone rates as nondesirable. As a result of this process, some job descriptions were revised, pairing the unwanted duties with the highly desirable ones.

After revising the job descriptions, each staff member was given the opportunity to rate the various positions from least desirable to most desirable. In some cases, staff members were satisfied with their current position. Because of this and the need for total acceptance of job rotation, a successful selling approach was developed. This approach included receiving input from the staff concerning their future goals and aspirations. Thus employee input, cooperation and support was constantly solicited.

At this step in the process, the staff was put on "hold" as the Director developed rotation plans. It was important that the Director be flexible and develop more than one acceptable rotation plan. This provided for high staff morale and maximum satisfaction. After formulating the rotation plans, staff negotiations began.

In the process of negotiations, each staff member was given the opportunity to rate the positions for which the Director deemed them qualified. This was considered a critical step in the process. If the negotiations had not been successful, the whole reorganization would have been abandoned. At this point the advantages of such a program must be recognized by each participating individual. "What good will it do me, if I rotate to another position?" The most obvious response is improved marketability. The more knowledge one has about the administra-

tion of the total scope of a recreational sports program, the greater the chances for advancement.

After the decision was made to initiate the rotation plan the staff was given a two week transitional period. It is important to define this period. This lets everyone tie up any loose ends within their previous assignment and lets them prepare for the new responsibilities they are about to face.

There are many concerns to consider before initiating the job rotation program, not the least of which is, the maintenance of quality programming. Another possible negative effect may be the temporary lack of short and long range planning. When individuals do not know what position they will occupy next, it becomes increasingly difficult to prepare for the next year or even the next five years. It is extremely vital for upper management to keep the staff motivated and in a productive mood. Each staff member must continue to work in their current position as if they were going to be in it after the rotation is complete.

Upon making the decision to implement the job rotation program, it is important to keep the staff informed. This helps eliminate any speculation or misinterpretation of ideas which can hamper efforts to sell the rotation program. It should be noted that job rotation can cause a slow down in productivity. Since individuals adjust to new responsibilities at different rates it may cause some short term problems. However, the staff at Texas A&M feels that the positive effects of this program outweigh the negative ones.

A well implemented job rotation can bring new life and enthusiasm to your staff and possibly relieve stress and prevent staff burn-out. New challenges and ideas keep everyone busy and headed toward the attainment of new goals and objectives. Stagnation ceases as new thoughts and staff interaction thrives. Staff interaction and relationships are also improved. This comes about after the job rotation is announced. By working together to tie up loose ends from the previous set of responsibilities by learning the new duties from the staff member who held your new position, close professional relationships and interactions become a natural by-product.

New ideas can and often are formed by the staff member being placed in a different environment and position. Usually, several minor changes are made to fit the personality and talents of the incoming individual. In addition, these changes can develop a fresh approach to numerous individual responsibilities and often stimulates growth within the department.

Upward mobility for the individual is also provided by a well planned job rotation program. A staff member is given the opportunity to become more well-rounded and learn about a new area within the profession. This

makes the professional more marketable when seeking an upper level management position within or outside the department.

Lastly, job rotation allows for comparison of one person with another in performing the same function. This allows upper level management the opportunity to identify areas of strength and weakness so proper management techniques can be implemented to capitalize on the strength and eliminate or at least shore up the weaknesses.

Tips for Management During Job Rotation

* Make generalist out of specialist.

* Make sure all personnel are comfortable with the idea and process of job rotation.

* Set goals and objectives to be met by the job rotation system.

* Set deadlines for announcing staff/job rotations.

* Formulate two or three plans pertaining to job rotation.

* Discuss with individuals various ideas pertaining to the implementation of the job rotation program.

* Integrate the actual job rotation during a slow period within your recreational sports program. The well planned job rotation will probably run smoother; however, allow some extra time to assist individuals during the adjustment period.

* Do not force anyone to move into a new job position. Sell the program. In some cases, this may take additional time.

* Establish a deadline date for the transitional period. When that day arrives, it becomes necessary for the staff to let go of their old responsibilities and start making decisions concerning their new ones. Although continued interaction is encouraged, they must take over and be responsible for the new position. Advice can be solicited, but the decision, the final decision in the position is now theirs.

In summary, a job rotation program has the potential to be either a fiasco or a great success. To be a success there must be a proper blend of careful planning, salesmanship, and a cooperative and open-minded staff. Success can mean both a revitalized program and staff. If you believe that learning by doing is essential in the development of future upper level management personnel, then a job rotation program should be considered as one of the methods by your department to attain this objective.

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PROCUREMENT, DEVELOPMENT AND RETENTION OF STUDENT EMPLOYEES: THE COMMUNITY/JUNIOR COLLEGE CHALLENGE

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It's a well known and widely accepted fact that the problems surrounding procurement, development and retention of student employees within all recreational sports programs are very real and constantly demand our serious considerations. Some of the problems facing all institutions include: identifying, hiring, training, scheduling, paying and evaluating student workers. In essence, finding the student employees and getting the most out of them.

At the community/junior college level these problems are even more challenging because of the limited time students spend on campus (most are enrolled in 2-year programs) and the shift away from the typical college student (18-22 year old, single, campus resident) toward a less traditional education seeker.

For the purpose of addressing these problems, student employees are categorized into two areas. First, those who are directly involved with the competitive intramural sports program (student assistants, supervisors, and officials) and second, those who are employed as workers within the areas of informal recreation (supervisors, I.D. checkers, lifeguards, etc.)

At Vincennes University Community/Junior College the competitive Intramural Sports Program employs three types of student workers: 1. Intramural student assistants (three or four students) are paid a stipend each year to assist the Director and Assistant Director in the smooth operation of the program of activities. Their main responsibilities focus in the team sports areas with the majority of their hours spent in a supervisory role. 2. Supervisors are used to oversee the daily contests on the various courts and fields. They, along with the student assistants are also used to assist with individual/dual sports and sport meets. 3. Officials, as with any other institution, are the backbone of the Competitive Intramural Sports program. They are the ones you rely on to judiciously administer the countless number of contests that take place throughout the year.

In searching for student assistants two main factors are considered. First, does the student have an interest in the Intramural Sports program? Students considered under this criteria have developed an interest because of their major course of study (physical education, recreation) or because of a positive experience they have had as a participant (player, manager, official, etc.). Problems can arise from this, because a student that has developed an interest as a participant usually has only one year remaining on campus. Whereas those students who developed an interest through their major course of study might begin employment concurrent with starting school. This type of student is generally the most reliable because the student is genuinely interested in this type of work and it is not considered just another job.

Second, does the student have a particular skill that would make them a desirable candidate for the position? Under this criteria, students that have had experience as a supervisor or as an official are considered. This experience is not always at the collegiate recreational sports level. However, considering the various backgrounds and ages of community/-junior college students, any experience can be extremely beneficial. Also, when considering specific skills, those individuals who possess good communication and interpersonal skills become desirable candidates. Recreational sports is a people business and all program personnel must be able to deal with people.

The majority of training and development of our student assistants is usually done "on the job." However, it is highly recommended to them to take a course in sports officiating, if they haven't already done so. Also recommended is a course in Intramural-Recreational Sports Leadership. The only drawback is the curricular structure at Vincennes University, because it only allows this course to be offered once every two years. The student assistants are also given basic instruction in how to handle problem situations, such as unsportsmanlike conduct, protests, injuries, etc., various tournament structures, the different sport rules and scheduling procedures. Those student assistants who become competent in all of these areas as well as being competent officials, are a real asset to the Intramural-Recreational Sports program.

Retention of student assistants directly relates to the type of individual initially hired. Quite obviously a student cannot be expected to provide two years of experienced service if they only have one semester remaining to complete their course of study when hired. On the positive side, regardless of how much schooling students may have remaining, other steps can be taken to assure their retention. Money is always a valuable tool for persuasion, especially if students can be guaranteed an increased stipend (or hourly wage) should they return for another year or possibly just another semester. Additional responsibilities can give them a feeling of importance as though they are "one of the staff," while

"referrals" to other institutions (4-year) assures them of excellent job possibilities once they transfer.

Sports supervisors on the other hand are somewhat easier to hire because they do not have nor do they need the experience or dedication you should expect in a student assistant. Most often their motives are based on their financial needs. At times, supervisors are hired that have a genuine desire to be involved with sports but cannot afford the time commitment needed to fulfill the responsibilities of a student assistant.

As with student assistants, the majority of training supervisors experience is "on the job." However, past experience has shown that those individuals who have had previous experience as an official do a far better job as a supervisor than those students with no officiating experience. Supervisors are also asked to attend several meetings on topics such as rules, procedures, officiating clinics, etc. This gives them constant exposure to sport rules, office procedures and officiating duties as well as personal contact with fellow employees.

Retention of supervisors is difficult because most are hired in this capacity during their second year. Rarely is a first year student placed in the position of a supervisor. Occasionally, non-traditional students are interested in and fill this need exceptionally well. These students are generally older and have some type of experience in sports supervision. Many of the university's technical programs attract these students and most are in need of part-time employment.

Athletic coaches, administrators and recreation personnel at all levels of competition are constantly seeking competent officials. Where do you find good sports officials? This is a problem that is not unique to the community/junior colleges. However, in the community/junior college setting, urgency plays an important role. Program personnel cannot afford to "take their time" searching for sports officials. For example, in 4-year institutions students can be hired mid-way through their sophomore year knowing they will be able to provide a full two years of officiating experience before graduation. However, in the community/junior colleges, students that are hired in their sophomore year can provide only a few months of service. Community/junior college Recreational Sports administrators must use every method available when hiring sports officials, but unfortunately they are limited in the application of many techniques. Like a number of other community/junior colleges, budget limitations are probably the number one cause of hiring hardships. For this reason, the sports officiating course is the most frequently used method of securing umpires and referees. At Vincennes University, the course is a two credit hour elective offered through the department of Physical Education. It has an average enrollment of 20-25 students each semester. Students enrolled in the course are required to officiate

games/matches within the Intramural Sports Program as a portion of their overall grade in the course. The course covers the major team sports within the Intramural Sports Program (basketball, softball and volleyball). It also provides students the opportunity to obtain their officials license through the Indiana High School Athletic Association. Though the students are required by grade to work the Intramural Sports contests, they are given the freedom to eliminate one of the major team sports if they do not have an interest nor the expertise.

Other than the sports officiating course, additional methods employed to attract sports officials include, publicizing the need for officials at captain's meetings, in the student newspaper, in the Recreational Sports Handbook and the posting of fliers in conspicuous places across campus. Also, referrals from current or former program officials, supervisors and student assistants have been very successful.

The proper training of sports officials is a vital factor that contributes to the overall success of a competitive Intramural Sports program. At many community/junior colleges this assumes a different meaning because most recreational sports program administrators have additional responsibilities such as teaching and coaching, yet they must still do the training of officials themselves. Time does not always allow for the conducting of weekly clinics during each sport season, nor does it permit the formulation of a campus officials association, both of which are important elements in an officials training program.

In many instances, the majority of training is completed in an officiating course at the community/junior college level. At Vincennes University, most of the officials who work the Intramural Sports contests are enrolled (or have been enrolled) in the officiating course. This course creates a prime opportunity to cover rules, situations, mechanics and other essential elements that good officials need to perform their duties. For those officials who are not able to take the class, clinics are held at the beginning of each sport season to discuss rule differences and modifications and to try to learn as much as possible about each individual's officiating ability. Evaluation of officials is conducted periodically by the supervisors and student assistants to measure each official's improvement and to provide information relative to the success of the training effort.

The primary reason retention of sports officials is a problem at the community/junior colleges is the added tasks and time commitment it places on the program administrators each year. Very rarely does an official provide two years of service to the program. Consequently, the recreational sports director must hire and train an entire group of new officials each year. Possibly, a few officials will take the course as freshmen and will be interested in working contests the following year.

Also, by aiding students to obtain their state officiating license, some additional assistance is provided to help them to secure jobs officiating contests for local schools, provided they continue to work in the recreational sports program. Lastly, several other small items can be used to insure a students continued service to the program such as preferred scheduling, increased per game pay, furnished officiating shirts (to keep) and a furnished whistle.

The informal recreational sports program employs various types of student workers to operate the different recreational sports facilities and programs. These employees are categorized into four areas; general facility workers, (including equipment room workers), ID checkers, (room or area attendants), aquatic personnel (mainly lifeguards, used in the care, maintenance and operation of the swimming pool), and lastly, employee specialists who's work in a specific area can benefit a part of or the entire operation. The search for these potential employees requires the hiring administrator to seek the answer to three basic questions: 1) Why does this individual want to work in this specific area or facility? 2) What skills does this individual possess that makes them more attractive to the program than another? 3) Can this student gain or benefit from the employment experience in an informal recreational sports program?

Recruiting general facility student employees is easier when economic times are hard. The high demand for workers still exists, but the need for employment has dramatically risen among all university students. Federal grant cut-backs, along with inflation have brought many workers in "off the streets". Financial Aids and the campus employment offices refer many students in need, whether to work off a Federal Work-Study Grant or to apply for any part-time opening. Frequent participants in intramural sports or open recreation seek the atmosphere informal recreation opportunities offer for their work environment. Also, word of mouth from current employees lets students know as soon as a position comes available. Referrals come in from across campus, from other offices, from faculty and staff and also from athletic coaches who frequently ask for positions for athletes participating in their sports programs. An abundance of workers through these methods as well as the campus newspaper, bulletins and advertisements provide a large working population.

After securing a position, all new workers should be oriented and specifically trained for the job they are to undertake. Effective and efficient communications must occur in the shortest possible time to give the incoming workers a specific and yet a broad view of the background necessary to perform their task according to the set standard. Many methods and set procedures ensure this open flow of communication to the employees. A mandatory all-staff meeting begins each semester in-

itiating the orientation process. Thorough job descriptions are dispersed along with daily checklists for each area within the facility. Area training workshops occur furthering the knowledge of these workers for their particular work station. At each area, new student employees work side by side with experienced workers to gradually "get their feet wet". Each station also maintains a "Student Worker Handbook" containing current notes, program information, facility hours, suggestions sheet, etc. The student employees are required to have a working knowledge of this book and to refer to it as needed while performing their duties.

At any time general student workers feel they need a point clarified, have a suggestion or would like to voice an opinion, they may do so through the suggestion box, by attending the weekly supervisors meetings or by direct "open door" access with the assistant director of the facility. Training workers to perform the job to the best of their ability revolves around their willingness to work and the ability of the staff to lead.

After finding and training student workers, community/junior colleges often experience difficulties in retaining them for an additional semester or year. Creating an environment that is both efficient and effective towards providing recreational opportunities while enjoyable to the workers is the goal. Educating workers towards the benefits of positive "write-ups" and positive peer/supervisor evaluations insure their position with the facility irregardless of their federal work-study grant status. Early submission of financial aid forms is encouraged as is planning a course of action, striving for, and one day applying for one of the building supervisor positions.

Finding quality lifeguards (aquatic personnel may also include maintenance people for care of the chemicals, filters, water testing, etc.) seems to be a far easier task than training them or retaining them once they have been hired. The supply of certified (American Red Cross) guards can be obtained from a variety of sources. Many collegiate swimmers seek employment in their specialty area. They, along with any student swimmers, divers, club or city-wide swim teams, as well as the local YMCA or YWCA can provide qualified personnel. Many physical education programs offer beginning, intermediate or advanced swim classes along with scuba, water safety instruction, life saving and advanced lifesaving courses. The opportunity for certification and the achievement of the lifeguard "certification" can provide the necessary incentive for prospective employees.

Although most of the emergency training has taken place prior to the hiring of lifeguards, refresher skills and drills, organizational procedures and local pool rules continue to headline this training program. Their training occurs under the direction of the pool manager while supervision

is handled by the building supervisors. Semester start-up meetings, lifeguards' handbooks and skill workshops all provide assistance and guidance to this group of employees. Standard work procedures must be covered pertaining to time card operations, substitution methods and everyday duty checklists, which center on the care for the pool locker rooms, deck maintenance and equipment storage and maintenance.

Retaining lifeguards is often difficult because it seems the true financial need is not as prevalent as with other student employees. Due to the economic background of lifeguards (most do not qualify for financial assistance), federal aid is not a factor in the hiring or retaining practice. Practical means of keeping quality lifeguards include pay raises based on seniority, hours worked, merit or positive write-ups. The creating of crew chiefs (senior lifeguards responsible for all guards at the same time) or the purchase of lifeguard visors, whistles and tank tops for those who have "come up through the ranks" often will keep quality people working.

One of the most important positions offered in an informal recreation program is that of supervisor. Supervisors take on various responsibilities depending on the situation they are placed in. Most often supervisors are found directing all other student workers, on-going day to day activities, special events and all open recreational facilities. They should be the best people on your staff. Most supervisors are hired from within the ranks because of their familiarization of the policies and procedures. Rarely is a first year employee placed into this position, which leaves approximately one year of service in the position at two year institutions. Older non-traditional students often apply for the supervisors position because of the increased number of hours available, increased responsibilities and the fact that they need not qualify for a federal grant to be hired in this position. The position's duration is extended to allow time in the summer to prepare for the new semester. Student workers are instructed about this position and the benefits of the application in the interview process. Advertisement, position announcements and flyers are distributed throughout the facility and other campus offices as well as making the Physical Education and Recreation majors aware of the opportunities this position offers.

The amount of time spent training and working with building supervisors is directly proportional to their ability to carry out their assigned tasks. One to one contact during the training period with the assistant director as well as with the out-going supervisors is very important to provide the basic knowledge needed to perform the job. Supervisors attend weekly meetings to discuss any problems or raise any questions or concerns they might have as well as being given the chance to experience the responsibility of preparing an agenda and conducting the meeting. These individuals are provided a thorough handbook that discusses the

various aspects of the entire facility. Periodically, tours of the facilities are taken with the assistant director to continue the education of the supervisor and to identify any area needing special attention. Supervisors must also complete a full array of paperwork including nightly facility reports, accident reports and student worker reviews, all in the attempt to organize their actions and procedures while they are on duty. Occasional trips to other recreational facilities are beneficial to the supervisors and gives them the opportunity to learn from the expertise of other professionals in the field. The last area in the development of the supervisors is the evaluation process. Evaluations submitted from three areas, the assistant director, peer supervisors and student workers are discussed in detail with each of the supervisors.

Efforts must be made to keep the best people around as long as possible. Things to consider include pay raises, incentive awards, rewarding supervisors with jackets, shirts, and guaranteed wages after federal grants expire along with reducing the total number of supervisors (if feasible) to allow these remaining additional hours and responsibilities. Many supervisors take an additional semester or two to complete their course work, especially if they are enrolled in one of the technical areas while others may choose to reduce their total academic hours to be able to work and spend additional time with their course of study. Lastly, additional responsibilities and duties will signal to the supervisors that they are important needed people.

The final area to consider is the specialized sector of workers employed within the facility and programs. Included within this area are outdoor grounds people, racquet stringers, weight room/fitness center supervisors/instructors, gymnastics supervisors, handyman, gym floor or free play supervisors and skilled office personnel. If skills are available and a need is present, often then two factors can benefit each other. Finding students to fill the available positions in these areas is similar to finding all other student employees, the major difference being this time a specific skill is needed. For example, office personnel may be located by targeting the advertisement effort toward the secretarial school and weight room or fitness center may be located by directing the effort toward the weight lifting club or perhaps weight training classes.

Training for each of these areas must be geared toward that specific skill and should be done in a group setting with all workers together at one time. Because the recruitment effort was targeted toward these highly skilled students, most of their training will occur prior to hiring in the recreational sports facility.

The problems of hiring, development and retention of student employees at the community/junior college level are not all unique because many of them are experienced by programmers at four year in-

stitutions. We will never be able to comprehensively overcome the limited amount of time students spend on the community/junior college campus. Consequently, our only alternative is to maximize the return on these employees as quickly as possible. That translates into a targeted, time consuming, almost self-sacrificing effort at the beginning of each school year. Directly addressing your employee need at the beginning of each school year and investing the time and effort in meeting those needs will significantly reduce the potential for problem areas to develop through the course of the year.

STUDENT DEVELOPMENT THROUGH AN OFF-CAMPUS TRAINING EXPERIENCE: THE FOUR KEYS TO SUCCESS

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The importance of student training cannot be questioned. Kraus and Curtis (1975) have indicated five major functions of administration as they relate to personnel management. They are: 1) recruitment, selection and hiring of personnel, 2) orientation and training, 3) explanation of personnel policies and procedures, 4) professional development in terms of working relationships, morale, and meaningful evaluation, and 5) effective use of volunteers. We will discuss two of these functions.

A "retreat" (or for purposes of this discussion, an off-campus experience is defined as a gathering of people **in a neutral setting** to provide for group interaction, problem solving and to achieve personal growth and development. It should also be noted that position competence, a sense of purpose, identity, and enthusiasm are acknowledged by-products. Maximum student development is a term often used when speaking of student training needs.

Prior to discussing our primary topics, three initial considerations will be briefly covered. These are: 1) the needs assessment, 2) funding, and 3) why we need to leave the "safe" environment of campus. (Gibbons, 1984)

The question of funding often supercedes the need for such training and should not be the determining factor. If one cannot build this type of program into the budget, several options exist. The predominate method for keeping a balanced budget, is the direct charging of the students themselves. While at first this seems harsh, it can be handled in a very positive fashion, as discussed later in the **Promotion** of the session. Other methods for funding include grants or gifts from local businesses (which then may be involved in the aspects of your session) and restruc-

turing your training budget to include low or no cost facilities, meals, and so on. This restructuring can be accomplished, as an example, by using county/state parks as the site and having the students "brown-bag" their own meals. Finally, why do we feel it necessary to leave the campus? Recreational Sports/Intramurals and recreation in general are service organizations which use a variety of settings — even on a single campus/school. There are three objectives to an off-campus training experience. The primary objective is a thorough position understanding (and the ability to implement this knowledge), the second is group cohesiveness, and last, to reinforce and support students role as a student, and an individual. As experiences in several different institutions have indicated, the neutral setting is the key. (Stein, 1979 and Sterle, et al, 1977). Group cohesiveness and identify is the most obvious beneficiary of this process. Putting everyone on the same "level" for any period of time, aids in individual communication and understanding. An on-campus experience limits breaking down many social as well as inherent/day-to-day professional barriers to learning and acceptance. The premise which led to the informal or open classroom (students are more likely to learn, grow and accept or be motivated by that which they have learned, does exist in other than the purely academic environment), is the model we use.

Planning

As the element of the process on which all else is dependent, planning must be extensive. Professionals in many disciplines have suggested that "one cannot overplan — it's theoretically impossible." (Kraus and Bates, 1975) The first step should always include a close look at the needs assessment with the goal of selecting the concepts which most closely meet your department's goals/objectives.

Goals — Based on a philosophy of providing leisure activities for an entire service population; goals include all elements of student training which enhance the student employee, the professional staff, and ultimately those who we serve. The following list of topics may prove useful to you. (This prioritization reflects personal experience with information taken from the evaluation process, and all elements may be less useful than others).

1. Job Task Training
2. Communication Exercises
3. Recreational Periods
4. General Department Procedures
5. Setting Department Goals/ Objectives
6. Organization/Flow Chart
7. Time with Organization's Administrators
8. Ice Breakers
9. Conflict Resolution
10. Decision Making
11. Assertiveness Training
12. Security/Rape Prevention
13. General Group Dynamics
14. First Aid/Safety
15. CPR Recertification
16. Stress Reduction

It should be noted that most of these topics have been implemented into the training weekend in some manner.

Site Selection — Obtaining the most facilities (within a reasonable distance) for the least in cost is of paramount importance. Some institutions require the use of state related facilities (parks, retreat areas, etc.), while some maintain no limitations on site selection.

Facilities necessary for training are at least 2 large (20'x40' or more), 2 medium (20'x20') sized meeting rooms, a swimming area, dining facilities, lavoratories, and as many open air meeting spaces as you need for your staff size. Typical locations for these are, Boy & Girl Scout camps, Easter Seal/Special Olympic facilities, county, state or national park areas or university owned natural areas, among others. Pick a site where your entire professional staff is comfortable.

Budget — Once your program has been determined, the need for a concise/definitive budget becomes clear. Within these deliberations, all of the following must be carefully considered; site selections, transportation and distance from campus, duration of session, equipment/facility rental, meals, weather contingencies, size of group, and the feasibility of closing your campus facilities for the training session. After these concerns have been formed into a realistic budget, the procurement of quality professional staff to carry out the program requirements follows. Planning also includes establishing a timetable, logistics and other topics unique to each of you and your situation.

Promotion

The promotion of training session is no less important than the promotion of the entire program. Initially students tend to be reluctant to participate; just as anyone is hesitant to deal with something new or unknown. The off-campus experience, however, will stand (or fall) on its own merits. Several items can be "sold" to the students which will make dissention or hesitancy less a concern. The "retreat" must be delivered as an investment in the student's student employment career, and possibly professional career as well. Additionally, it is an indication to us (the department) of their commitment to our program. It can easily be indicated to the students that it is also a sign of our sincere interest in them as students and as individuals. Any employment type dictates some instruction indoctrination. The goal of the professional staff is to strive to make this learning process enjoyable — (if not fun), and if successful your program must benefit. Finally, the most important aspect of this effort may well be the identity which each person takes with them to their position and in turn is passed on to the service population through effective and positive student employees. Seldom will students (or anyone for that matter) ignore such a variety of benefits, regardless of a nominal fee.

Implementation of the Program

To effectively carry out your plan may be your project's most challenging section. When many people, places and things are to be coordinated, there are bound to be at least a few unforeseen difficulties. Three concerns arise — space, time and realism. Without further consideration maintain enough time in your schedule to insure every contingency can be handled (weather, power failure, lack of water). Likewise, leave time between each session to allow for schedule changes, set-up time, rec time and facility difficulties. This, of course, does not mean wasted time, merely time well planned. Reality in session content and presentation method is vital. In all specific job training classes the student must feel as if he/she is on site. Replicate as many of the facilities as possible prior to covering the material. For lifeguards, a pool or other natural body of water is required to insure a wide variety of testing if possible. For office clerks, a typical office setting is important. For sport and facility supervisors, realism is included in the group dynamics and role playing exercises. A lack of authenticity will result in the student's interest/participation waning or possibly small groups of individuals concerning themselves with "less appropriate" activities.

Evaluation

A trio of evaluation periods are recommended. The initial evaluation should take place in a group setting at the conclusion of each session and are generally verbal. This is important for the documentation of specific details on each topic. It is also effective to encourage group evaluation at the end of each day's formal activities. It has been a positive mechanism to have this accomplished at the evening meal. Have each of the individuals at each table discuss the day's activities and elect a spokesperson to relay this information to the entire group at the conclusion of the meal. The final review is comprehensive, anonymous and in writing. Detail is encouraged. This should be done after all activities have been concluded (included packing for the trip home). Also all professionals should take part and share their views with the group as a whole prior to leaving, or at a subsequent staff meeting. Upon completion of your Off-Campus Experience, two benefits will be observed: 1) students will more fully recognize their role in the success of the Recreational Sports program through greater input into the evolution of departmental policies/procedures and the development of goals, objectives and direction, and 2) we the professionals also gain greater respect for the individual student employee and their many concerns.

Conclusion

Guidelines for student training are designed for your success. Coordination, inter-disciplinary cooperation and the unique setting are cer-

tainly key elements of this training program, but with a good deal of hard work and a little luck, you will find the student employees, the service population and the program heading in increasingly positive direction.

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A STUDENT-OPERATED FACILITY — BY STUDENTS FOR STUDENTS

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Undergraduate student staff members of a recreational sports department can approach their duties as a means to an end (income-producing) or as a period of preparation toward attaining future goals (i.e., graduate assistantship). The latter approach, if taken by at least a majority of the staff, would seem to suggest that a more businesslike working atmosphere exists. With this in mind, these students are considered potential recreational sports professionals.

During their tenure as staff members, these students are given an experience complete with an educational component similar to that of a medical intern or a student teacher. In order to make use of applicable knowledge acquired in the classroom, there is a period of apprenticeship during which an acknowledged leader provides guidance and direction.

In this department, the acknowledged leader operates in the framework of the facilitator. "The main goal of a facilitator should be to make things easier for their subordinates by doing everything in their

power to remove obstacles, solve problems, and pave the way for the completion of the task at hand." (Bureau of Business Practice, 1982.) The student staff is given the feeling that they work "with" the professional staff and that they work "for" program participants. Every attempt is made to augment this by listening to employee suggestions and by taking immediate action on employee complaints. Too often, actions to remedy participant complaints are given a higher priority than acting upon those complaints by employees. Prompt attention in caring for staff needs should decrease the number of user problems.

Employees must be apprised as to the reasons for handling situations in a specific manner. Additionally, complete instructions and any necessary supplies should be furnished to allow for a smooth flow of work. Hopefully, an environment is provided "where all individuals are free to use their own creativity and to tap into the creativity of others in working toward common goals." (Maas, 1984.) The creation of such an environment begins with the selection and training of staff members. It then continues with the direction and evaluation of their performance.

Selection

The goal for our recreational sports staff positions is to provide professional development opportunities for physical education majors as well as for students majoring in a variety of disciplines. The members of IUPUI's Recreation Staff have a wide range of responsibility that includes the areas of informal recreation, intramural sports, intercollegiate athletic events, and "special" events. These responsibilities involve the planning, programming, and administering of all duties and functions associated with these activities. To gain an entry-level staff position, there are four rudimentary elements that are considered: 1) general interest in sports, physical fitness and health, 2) income needs, 3) availability, and 4) appropriate licensure and, where necessary, certification.

A student in need of money, with minimal or no experience, but with an active interest in recreational sports, follows two basic steps when seeking employment. Having indicated interest in sports, physical fitness and health, the prospective employee must complete a simple, nine-item application. Next, the availability of this student must be adaptable to the hours of the facility's operation. The applicant's availability is not usually a problem since many students are enrolled in classes as early as 8:00 a.m. and as late as 8:00 p.m. For the most part, student schedules are quite diverse. Officiating licensure as well as certification in water safety, basic first aid and CPR are required where necessary.

Training

The input for training new employees and retraining of returning personnel is derived by determining which employees require training and which employees are available to participate in the training process. A simple listing of skills completed by each incoming and returning employee completes this analysis.

Staff training takes place during the two-week period between the summer and fall terms; the setting for the training sessions is an annual, three-day retreat. This retreat is "a gathering of people in a neutral setting to provide for group interaction and problem-solving and to achieve personal growth and development." (Carey, 1984.)

Impressions formed by new employees during their initial contact with both the returning student staff and the professional staff have a tremendous impact on future attitude, performance and productivity. The retreat, because of its location (300 miles from campus), with rustic surroundings (complete with cabins on a lake), excellent food, and the opportunity to interact with other college students (summer staff), offers an excellent atmosphere for developing positive impressions on the new employee and reinforcing them for the returning staff.

The retreat officially begins when travel is stopped for resting at a roadside park. At that time, a discussion takes place and focuses on philosophy; also, there is an exchange of ideas and thoughts among the students and the professional staff. This respite is intended to allow voicing of different opinions, if any exist, and ease in communicating with each other.

Once the destination is reached, the three-day retreat continues with sessions on first aid and cardiopulmonary resuscitation. Practical experience is used to teach sport officiating while role-playing is used to outline procedures in checking I.D.'s, taking reservations and in dealing with problem situations. The final day of the retreat consists of ten hours of good, old-fashioned, physical labor. This time is spent in closing the camp for the winter months; the work is done in trade for the three days of meals and lodging. An additional benefit of the last day of the retreat is that each employee discovers something about the personality traits of the other students and professional staff members.

As a follow-up to the retreat, in-service sessions are held biweekly. New topics are discussed as well as old ones reviewed, especially those presented during the retreat.

Performance

Evaluation of performance tends to improve performance. Therefore, we have devised and implemented a unique system for evaluating one

aspect of performance. Punctuality on the job is vital to the operation of our program because tardiness in certain areas delays participation. Punctuality is one of the most basic elements in professional development. To encourage punctuality, we have instituted the grade point average (GPA).

Cognizant that students relate to GPA's as a measure of academic quality, we instilled this same concept to measure this aspect of job performance. In an effort to improve job punctuality, time cards are graded biweekly. Each employee is expected to be at an assigned work area 15 minutes prior to opening the facility for informal recreation. Clocking in 15 minutes before the starting time earns an employee a grade of A; 10 minutes before starting time results in a B grade, and a 5-minute early start earns a C for the employee. However, the employee that clocks in on, or after the starting time, receives an F grade. At the end of each two-week period, all time cards are collected and graded. A GPA is compiled for each employee and a staff ranking is then established.

The overall, six-week period GPA was a dismal 2.24 on a possible 4-point scale for the initial application of this system. Six weeks later, the GPA skyrocketed to 3.29! Without this evaluation tool, we feel punctuality would have remained an ongoing problem. We are now researching other techniques to further improve job performance.

Evaluation

An important element of the evaluation process is that it provide feedback to the employee and feed-forward up through the chain of command. (Luthans and Kreitner, 1975.) Another component of evaluation is that the employee understand its purpose and nature. (Kelly, 1984.)

At IUPUI, a system has been organized that we feel accomplishes the goals of the evaluative process. This system includes explanation, demonstration, and evaluation (EDE). Periodic appraisals are scheduled, approximately every three weeks, to be conducted by the Director, Assistant Director or Personnel Supervisor. Included in appraisals are the positions of access control, laundry and equipment room attendant, lifeguard, exercise room supervisor, and building supervisor.

The appraisal occurs in three steps. The first step is Explanation. Approximately 15 minutes prior to the beginning of a shift, the evaluator meets with the employee being evaluated at the work station. This 15 minutes is spent reviewing the general job description. During this time, the evaluator highlights those items which are most important and the employee presents any suggestions which might reflect a needed change.

Step two is the Demonstration period. This portion of the process

begins precisely at the start of the shift. The evaluator performs the various duties associated with this work station in a manner which the evaluator perceives necessary for completing the tasks; this task might include standing up to greet an incoming user rather than setting behind a desk as the user enters. The staff person normally assigned to the work station observes and evaluates this performance (note the reversal of roles).

After 30 to 40 minutes, the evaluator returns to the background position to begin the Evaluation. The evaluator now has a basis for an accurate analysis of the employee's performance because there has been an Explanation and a Demonstration of the duties associated with the position.

During the next 30 to 40-minute Evaluation period, notes are taken for use in both feedback and feed-forward. Feed-forward provides a vehicle for passing on valuable resource tools to other staff members who may periodically occupy this work station. This process can easily be adapted to officiating and scorekeeping as well.

Conclusion

In order to advance the proposition that "the facility is," in fact, mainly "operated by students for students," leadership is provided by following Webster's first definition of the word 'lead:' "to show the way to, or direct the course of, by going before or along with; conduct; guide." (Webster's New World Dictionary, 1980.)

The student staff member is allowed to work in an atmosphere where participation in decision-making is of highest priority. The Recreational Sports Department has become the training ground for students considering an alternative to teaching. The lengthy waiting list of potential employees suggest that this additional component of the educational process is, at least, perceived to be desirable. The next several years will indicate whether there is life before graduate school.

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CHAPTER V

Special Interests

UNIVERSITY ALABAMA OUTDOORS

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University of Alabama

Outdoor programming in the Southeast has an established tradition. Although prior to 1984, there was not a non-academic tradition in Outdoor Programming at the University of Alabama, it was discovered via a survey that there were a number of successful programs in the area. It was concluded that if other institutions in the "Heart of Dixie" could not only survive but also thrive, then the University of Alabama should, on a one-year trial basis, create, promote, and administer such a program under the supervision of Recreational Sports.

Tuscaloosa, Alabama is located in the western portion of Alabama in the southern foothills of the Appalachian Mountain chain. The climate is considered mild with only two cold winter months. Outdoor activities, such as tennis, fishing, hunting, softball, and water skiing, are very much a part of the recreational pursuits of the typical "BAMA" students. In fact, in the fall, assuming there is no football game, the on-campus male population drops dramatically with the coming of the hunting seasons. The Recreational Sports staff felt that with this strong support base of sports participation, outdoor enthusiasts, and successful area programs, the university community should have the opportunity to expand beyond traditional outdoor pursuits into the area of outdoor program participation.

A ten-step one-year systematic outline for developing an outdoor program was formulated. It was felt this outline, although generic in nature, could be adapted to the student body, the university, and the geographic location of the University of Alabama. Following is the outline submitted to the Director of Recreational Sports:

1. Become acquainted with the university and the locale.

2. Survey institutions within Alabama and the adjoining states for sample of program possibilities.

3. Survey students for outdoor recreation interests.

4. Formulate objectives for both a 1-year plan (1984-1985) and a 2-year plan (1985-1986).

5. Develop and implement promotion, and implement ideas such as handbills, brochures, posters and T-shirts.

6. Set up a table in strategic locations to distribute information and meet students.

7. Implement ideas in the form of clinics and trips.

8. Make presentations whenever possible to "get the word out".

9. Evaluate the program after nine months.

10. Alter goals and programming to meet special needs and interests of the University of Alabama.

Outdoor Recreation in Alabama

Depending upon the season of the year, many southerners brave the damp cold or sweltering heat to enjoy the outdoors. As previously stated, the outdoor activities are traditionally centered on fall and winter hunting, year round fishing, summer water skiing, or the more traditional sports such as tennis and softball.

Since there are numerous natural resources at the student's fingertips, it was felt the outdoor recreation program at the University of Alabama should not be limited to only a few activities. Within the confines of the state, there are miles of white sandy beaches, islands along the coast, countless limestone caverns in the north, 24 navigable rivers, two low mountain chains, 5 national forests, thousands of acres of surface lake water, 2 wilderness areas, 20 state parks, and even one ski area! These areas are all within four or five hours driving time from Tuscaloosa. This does not even include the fine areas available for extended trips in the sister states of Dixie with their abundance of beaches, lakes, streams, mountains, and forests. Having all these untapped resources available to the university community it was felt that a truly comprehensive outdoor recreational sports program would be offered.

Also from the many offerings within the community such as The Tuscaloosa Ski Club, two dive shops, numerous bicycle shops, one outdoor camping/canoeing shop and countless "woods and waters" type shops, it was concluded that there was a lot of interest and participation

locally in outdoor programs. To take advantage of and utilize these resources and to provide opportunities to meet the needs of the local interests an outdoor recreation program was organized. However, it was decided that only a one year trial program would be implemented to ascertain the interests of the university students.

Southern Belles and Other Student Body Myths

Often, when people in other parts of the United States see an Alabama license plate with the "Heart of Dixie" stamped on the border, they visualize Scarlett O'Hara and Rhett Butler speaking in a soft drawl, in a white columned mansion with antebellum lifestyles, and pretty girls in hooped skirts surrounded by gentlemanly "good ole boys". Although this may have been true at one point in time, these images are not typical of Alabamians in the 80's. The drawl is still around, as are a few remaining mansions, and many pretty girls; however, stereotypes seldom survive close scrutiny.

One often hears that southern belles do not sweat — they glow. Perhaps this is the proper terminology, but the Student Recreation Center track, fitness exercise room, racquetball courts and intramural sports events are crowded with ladies. Also, approximately one-third of all the participants in the University of Alabama Outdoors recreation programming to date have been female. Even though this does not necessarily dispell the southern belle myth, it does provide a new wrinkle to what they do when not dressed in the hoop skirts on the steps of the mansion.

As for Rhett, Ashley, and the good ole boys, they too don jogging shoes, sweats, hiking shoes, and ski boots. They seem to appear before the doors of the recreation center open at 6:30 a.m. and must be reminded on numerous occasions to please vacate the courts at closing time. They always want to add teams to scheduled intramural events after the entry deadline, sign-up for tournaments after the brackets have been drawn, and go on ski trips even though the condos are already full. Furthermore, since initiating "University Alabama Outdoors", the recreational sports department is deluged with questions about clinics, trips and suggestions about places to go. It should be noted that two-thirds of our participants are male. Perhaps the two myth extremes, Ashley on the fox hunt and the good ole boys chasing the coon dogs has gone the way of mint julips and the idea that one work-out shoe will accommodate all sports.

Program Development

The development of the outdoor program entitled "University Alabama Outdoors" has ten stated steps. However, it can be categorized into

three organizational phases: 1) foundation phase, 2) implementation phase, and 3) evaluation phase. While all three phases in the development of "University Alabama Outdoors" are addressed, special attention is given to the initial foundation phase, highlighting the particular ups and downs of our experiences within the confines of the boundaries established by the Recreational Sports Department and The University of Alabama. One major constraint to keep in mind was the program budget factor. It was decided this program had to be as self-supporting as possible with no considerable financial outlays for facilities or equipment. However, a small budget was established to cover mailing, phone calls, and material duplication while each activity had to be at least self-supporting with a goal of producing revenue. Needless to say, staff time was allotted for activities but this was not to supercede the normal duties of either the Assistant Director or graduate assistants.

The Foundation Phase, which consisted of five parts, began in July, 1984, and carried over into the school year (November). These phases were: 1) getting to know the present system, 2) mailing a regional institutional survey, 3) conducting a student interest survey, 4) formulating objectives, and 5) implementing promotional strategies. The program planning began by getting to know the present system and area. Although this is actually an ongoing process it is most intense the first few months. Even today someone or something new is brought to the attention of our staff. Specific questions that had to be addressed were: 1) Are services from other departments such as the student union, HPER, continuing education, club sports, and/or local shops being duplicated? 2) Where could the necessary equipment for trips and clinics be obtained, in local shops or at the final destination?, and 3) Could resource people be found on campus to assist us with programs and tell us where to go and how to travel? It was believed that local ideas and assistance would be essential if this experimental program was to succeed.

Also, in laying the foundation for this program, there was a need to know what other institutions in the area were offering. To accomplish this, a questionnaire was sent to all the universities in the Southeastern Conference and to 75 colleges and universities listed in the NIRSA DIRECTORY within the political boundaries of the states of Alabama, Mississippi, Georgia, Tennessee, and Florida. This survey was conducted during the first month the University Alabama Outdoor program was initiated. The results provided a basis for the program determination. It also provided encouragement and optimism that if it succeeded at Georgia State University and the University of Southern Mississippi, then there should be a reasonable expectation of success at the University of Alabama.

Similarly, a student survey was administered after the beginning of the fall semester. However, the results were not available to be utilized to lay

the proper foundation. The results of the student survey, however, would be employed in the ongoing program evaluation and provide input for future planning.

The fourth aspect within the Foundation Phase was the formulation of objectives. Since the program was to be implemented for only a one-year trial period, the aforementioned three phases had to be initiated but that genuine program planning could not wait three or four months. As a result, three programs with a high degree of success in Texas (University of Texas at El Paso, Texas Tech University, and University of Texas at Austin) were used as models. Considering University Alabama Outdoors was to be self-supporting with no outdoor facility and with no equipment rental, the supervised clinic/trips models was adopted. It was thought that safe, fun, environmentally sound outdoor experiences modeled after these three programs could be offered in a short period of time with a high or acceptable degree in success.

In August, the last part of the Foundation Phase, promotion, was initiated. After designing a simple clinic and trip schedule that included a brief explanation of purpose, the Recreational Sports staff set out to market this program to local businesses and the university community. This step provided an eye-opening experience for programmers who have always had someone to pay for the advertising. Although Recreational Sports paid for individual trip handbills, allotted the last page in the INTRAMURAL CALENDAR HANDBOOK to University Alabama Outdoors and included upcoming events in monthly intramural flyers, it was believed that these promotional materials were not enough to adequately market the activities offered. Therefore, local business sponsors were approached and reapproached in numerous attempts to fund a brochure, a poster, a school newspaper ad, and a T-shirt all dedicated solely to promoting the "University Alabama Outdoors". After four months, the first two items were ready to use to promote the programs at spring registration and the Student Recreation Center with its extremely high participating use during the two cold months of Alabama's winter. No sponsors for the T-shirts were acquired and it was decided that a number of them would be printed and included in the package cost of certain trips. As for the newspaper ad, Recreational Sports included "University Alabama Outdoors" information. The next insert for the school newspaper, scheduled for the Fall of 1985, will be sponsored by local business interests. It was hoped that these specific outdoor programming promotional items would attract an audience which would not ordinarily be a participant of the traditional recreational sports program.

The second and third phases, Implementation and Evaluation Phase are taking place at this time. To date, the Recreational Sports department has been pleased with the interest and response to the program. It is believed that outdoor programming is viable and can succeed at any

location when the proper foundation is laid. The program "University Alabama Outdoors" has been received at the University of Alabama in a positive manner and plans are already underway to build upon the experiences and successes of the 1984-1985 school year.

CONSTRUCTION AND USE OF AN ARTIFICIAL CLIMBING TOWER

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Iowa State University

The absence of a climbing practice area located in a natural setting may prevent some colleges and universities from offering instructional sessions in climbing and rappelling. To accommodate the growing interest in the sport of climbing, artificial climbing walls can be built and used to teach basic climbing and rappelling skills and techniques, while providing opportunities for hands-on experience and practice.

Design and Construction of Climbing/Rappelling Tower

Due to the lack of a natural climbing area within a one-hundred mile radius of Iowa State University (ISU), it was necessary to build an artificial structure that could be used for basic instruction of climbing and rappelling techniques. The Climbing/Rappelling Tower, used by ISU's Outdoor Recreation Program, is located fifteen miles from the campus at the Iowa 4-H Camping Center, which is operated by ISU as a part of the U.S.D.A. Extension Service Program.

This tower has proven to be an invaluable tool for Iowa State University's Outdoor Recreation Program. For instructional workshops, the Outdoor Program uses the tower to demonstrate for, and to instruct program participants in, the basic skills of climbing and rappelling. During annual Outdoor Recreation Program staff training exercises, the climbing and rappelling sections of the tower are employed simultaneously to teach the Outdoor Program staff instructional methods, while supplying hands-on experience for the development of climbing and rappelling skills. Occasionally, the tower is used to prepare program participants for weekend or extended trips when these trips involve major time committments for climbing and/or rappelling. Other groups and agencies that use the Iowa 4-H Camp facilities also make use of the tower for instructional and recreational purposes.

The tower was built in 1974, and is constructed around six thirty-five foot wooden power poles. The power poles are set six feet into the ground and are arranged in a rectangular pattern measuring 11' x 5'. The frame which is built around the poles is made of 4" x 4" wolhmanized

boards. These boards are attached to the power poles with ½" x 8" lag screws. The decking and three walls of the tower platform are finished with 2" x 12" x 12' wolhmanized planks that are nailed on with 16 penny nails.

The tower is divided equally into two levels. Each level has a platform deck measuring thirty-six square feet. One platform deck is located twelve feet off the ground and the other deck is located twenty-four feet above ground. Centrally located at the back (the unfinished side of the tower) of each platform deck is another wooden power pole which is also planted six feet into the ground and rises seven feet above each platform deck. These poles are used for anchoring positions for climbing or rappelling set-ups.

The design of the Climbing/Rappelling Tower incorporates several safety features that are necessary to prevent accidents and injuries. First, a removable ladder is used to gain access to the twelve-foot platform deck. To prevent unauthorized use of the tower, this ladder can be taken down and then chained and locked to the base of the structure. Secondly, a permanent ladder is attached to the tower to provide access to the second level from the first platform deck. Several two-inch diameter eyebolts are positioned at each platform level to provide both the instructor and climber a place to tie into while preparing equipment for rappelling and climbing. Additional safety features on the twenty-four foot level include a three foot high guard rail and additional anchor positions for top rope climbing arrangements.

The Climbing/Rappelling Tower has proven its worth through the years as a sound and durable structure. However, it is not void of design problems. To begin with, the frame braces will run parallel to the ground, while the power poles and the 2" x 12' planks that cover the walls will run perpendicular to the ground, therefore failing to incorporate triangular bracing. Using ¾" sheets of wolhmanized plywood, in place of the 2" x 12' planks, would greatly improve the structural stability of the tower by incorporating triangular bracing. Enclosing all four sides of the tower and constructing a doorway on the narrow side would increase the usable wall area. This would also enable the interior of the tower to be used for storage of a removable ladder, tools, a first-aid kit, and some equipment. The need for additional power poles used for anchor positions could also be avoided by allowing the corner poles to rise at least four feet above each platform and using the corner poles for anchor positions for climbing and/or rappelling set-ups.

Illustrations of the revised tower design which are subject to professional approval can be obtained by contacting the authors.

Cost Analysis

The following table is a breakdown of current construction costs. However, the cost of labor for framing and finishing the tower were not included as this work may be contracted or done by capable staff.

Quantity	Description	Unit Cost	Total Cost
2	30' Class 4 chloriphenal treated power pole	97.90	195.80
4	35' Class 4 chloriphenal treated power pole	118.30	473.20
5	2" x 6" x 16' wolhmanized boards	11.70	58.50
11	2" x 4" x 16' wolhmanized boards	7.46	82.06
38	3/4" x 4' x 8" wolhmanized plywood	33.00	1.254.00
34	2" x 6" x 8' wolhmanized boards	4.80	163.20
41	2" x 4" x 8' wolhmanized boards	3.20	131.20
2	4" x 4" x 12' wolhmanized boards	12.80	25.60
6	1 1/2' x 4" eyebolts	1.50	9.00
10	1/2" x 10" carriage bolts	.90	9.00
6 lbs.	#30 RS Pole barn nails	1.25/lb.	7.50
4 lbs.	#60 RS Pole barn nails	1.25/lb.	5.00
15 lbs.	#10 galvanized nails	.75/lb.	11.25
100	3/8" x 4" carriage bolts	.09	9.00
200	3/8" flat washers	.04	8.00
200	3/8" nuts	.05	10.00
100	3/8" x 2 1/2 carriage bolts	.07	7.00
16	1/2" flatwashers	.05	.80
16	1/2 nuts	.06	.96
	TOTAL COST MATERIALS		$2,461.07

Other costs:

Delivery of lumber (local)	40.00
Labor & Equipment to plant power poles	1,750.00
TOTAL OTHER COSTS	$1,790.00
TOTAL COST OF TOWER (Labor to finish not included)	$4,251.07

Design and Construction of Climbing Section

The climbing section of the tower is an attempt to assimilate various problems found on natural rock cliffs. Built on the tall narrow side of the rectangular tower, the climbing section measures six feet wide by twenty-four feet high and consists of a series of wooden hold blocks bolted to the tower wall. To create a climbing design that would be durable and safe, 2" x 4" boards were cut into different size hold blocks. These blocks were then shaped by sawing and/or whittling in addition to

finish sanding. Following the formation of the hold blocks, a minimum of two 3/8" diameter holes were drilled into each block, to serve as part of the anchoring system to the tower itself.

With the hold blocks formed and drilled, an appropriate placement position for each block was arrived at through actual climbing work on the tower. Using a basic design of desired problems and climbing through each movement as the hold blocks were positioned and secured, assured that every block would be within the reach of most climbers and that the degree of difficulty would reflect the desired climb rating. After carefully selecting a placement position for a hold block, holes matching those in the block were then drilled into the wall of the tower. The hold block was then secured on the wall with 3/8" x 4" carriage bolts, flat washers and nuts. Resting positions located at strategic points of the climbs were also included in the design so that the climber may take time to recover after negotiating a difficult move or series of moves.

At this point in time, two climbing routes have been constructed and another route will be added during the upcoming summer season. Both routes currently in use are rated for their degree of difficulty and have color coded numbers identifying the hold blocks for each route. The blocks **are not visually** numbered for order of use, so that the climber can practice route finding techniques and variations of moves.

The beginner's route named "Frozen Feet," is a straight up attack on the wall. "Frozen Feet" is an F-3 climb which takes the climber through a series of easy hand-holds, while testing the climber's balance and coordination. The emphasis in the beginner's climb is placed upon the movement of the climber's feet.

The intermediate route is an F-5 climb named "Reckless Abandon" and was the first route put in place on the wall. An excellent step up from the F-3, "Reckless Abandon" is a series of three short traverses up the wall. A layback problem that creates the crux of the climb is located on the top half of the wall, so that beginner or intermediate climbers will not be thwarted before getting off the ground. Friction moves, where the climber must use the wall itself for support, are also included in the design of "Reckless Abandon."

Many types of holds that are found in face climbing problems on natural rock cliffs are represented on both climbs. Pinch grip, undercut, pressure, incut, and thank godder holds were all used in the design of these routes. The proposed F-8 climb that will added during 1985, will include crack jam holds as well as small fingertip holds.

Use and Maintenance of the Climbing Section

Using the climbing wall of the tower is a simple matter of setting up a top rope climbing situation that requires only a small amount of equip-

ment. Starting at the summit of the climb, two twelve foot lengths of one inch tubular webbing are tied into loops with water knots. Each loop is then secured around an anchor position with a girth hitch. The looped ends of the webbing are then brought together and attached with a locking caribiner. After checking for a clear area below and yelling "ROPE!", half the rope is thrown to the ground and the half-way point of the rope is clipped into the carabiner, which is then locked. Still holding the half-way point of the rope, the remaining half of the rope is then passed under the guard rail and dropped to the ground. The weight of the rope and the caribiner should pull the webbing down over the edge of the summit and the rope should land at the center of the climb.

Back at ground level, the belay station is the next position to set up. Two loops of tubular webbing are again used and secured with a girth hitch to the belay post, located near the tower. A locking caribiner is then clipped through the loops of webbing. A salewa stict plate is used as the belay device. Passing a bight of rope through the stict plate, and clipping the bight into the caribiner will secure the belay station. The climber may then tie in to the harness with a figure eight follow through knot. With a belayer taking position on the belay station, the climber is ready to start up their chosen route.

Safety is of paramount importance whenever climbing or rappelling. Double checking of all knots and careful inspection of all climbing equipment is a must. The use of helmets and proper climber/belayor communication is always employed during a climb or rappel.

Maintaining the climbing wall is an easy task, however, it must be done on a regular basis to insure safety. All hold blocks should be checked routinely to make sure they are secure and undamaged; loose blocks must be tightened and damaged blocks must be replaced as soon as possible, with the climbing section of the tower closed until repairs have been made.

Conclusion

Lacking the access to this artificial climbing/rappelling tower, the Outdoor Recreation Program at Iowa State University would be severely limited in its ability to offer instructional workshops on climbing and rappelling. In this particular case, since the tower was already in place and located in an area owned and operated by Iowa State University, it was a distinct advantage for The Outdoor Recreation Program. This allowed the Outdoor Program to enter the instructional field of climbing and rappelling eight years ago without facing the initial capital outlay necessary to actually build a tower. Major improvements made on the tower in the last year while instigated by the Outdoor Recreation Program have been a joint effort; with the Outdoor Program supplying the design work, man-

power, and transportation and the Iowa 4-H Camping Center providing the necessary materials.

The increasing interest, nationwide, in the sport of climbing may result in the construction of more artificial climbing/rappelling towers. It may even become a more attractive alternative for capital investment because of the potential to increase program participation.

A COOPERATIVE APPROACH TO THE CONSTRUCTION AND DESIGN OF A WEIGHT ROOM

Sue Robinson

Many colleges and universities have been fortunate enough to plan weight room facilities into existing or new buildings. While some campus Recreational Sports programs realize the need for weight training programs, they do not have access to a weight room facility, because there are none on campus, or another campus department administers it. Still some Recreational Sports departments may have space for a weight training program but lack the funds to develop and add it to their program.

How does a Recreational Sports professional attempt to start a weight training program with problems such as a lack of space or very little funding? It is very simple if there is a weight facility on campus. All that is needed is to request space and hire a weight program supervisor. However, the solution is a little more complex if there is a lack of weight training facilities on campus. Add to this, the problem of very little funding and this type of project most often, if not always, ends up as one of the many long range goals of a Recreational Sports program.

The problems of little or no space and very little funding can possibly be overcome by the identification and use of available resources. With the cooperation of other campus departments, an attractive weight room can be provided which is accessible to all students.

In planning a weight training facility, the steps of identification and space request and departmental cooperation that make it possible to plan and design a weight training facility will be discussed. The Recreational Sports professional who is responsible for designing the weight training facility is called the Project Coordinator. This individual is the person who is responsible for the success or failure of the project.

In the search for space for developing a weight training facility, the option of requesting a new building may not be feasible solutions due to the

rising costs of materials, labor and construction. Therefore, unused space in existing campus buildings is an excellent alternative to consider. Although the building selected may be in poor condition and need of repair, through proper coordination and effort, the older building can become a viable and realistic solution to the existing lack of space problem.

If the building is centrally located, it would be ideal. However, these older buildings almost forgotten by the administration may be located on the outer perimeter or out of the mainstream of the campus environment. Another alternative is a building controlled by another department. Try to find several buildings that could be utilized for developing a weight room before making the final site determination.

Locating an appropriate site to develop such a facility is usually easier than acquiring it. If the space is not currently being used, a phone call to the Physical Plant, Facility Design office, or some similar office at your representative institution, is the first step in determining the department in control. Submit a written proposal or request, outlining the advantages of such a project for the students as well as the possible advantages of such a project for the students as well as the possible advantages for the controlling department and the university. A visit with the controlling department's Vice President or similar person in charge to discuss these advantages is not only appropriate but necessary. An explanation of the need for facilities such as weight room and the advantages of renovating and making use of an older building, can and often does open many doors for similar projects in the future.

The written proposal should include such areas as problem goals, objectives, and costs of both equipment, and space renovation. The proposal should be flexible to allow for the different needs of the cooperating departments. If possible, include a sketch of the proposed project indicating the type of renovation plus the type and location of equipment. The location of new and existing doors, placement of bulletin boards and mirrors should be included and the location of new or expansion of old doorways should be identified. This can help to avoid problems of delivery and removal of large machines.

The Project Coordinator in the quest for new ideas and cost estimates may go off campus to obtain them, especially if these resources are not available on the university campus. Some professionals on campus who could assist in the planning and design of this project are located in the departments such as, Physical Plant, Paint Shop, Electric Shop, Welding Shop, The Union, Housing, Athletics, Recreational Sports, and Physical Education.

The Physical Education or Athletic Departments may already have ac-

cess to weight training facilities and have established weight room policies. The Physical Education Department may also have the latest research in the types of weight machines/free weights which would be the most appropriate for student use. This department could also assist in staffing your weight room with qualified supervisors.

The Departments of Physical Plant, Planning and Design, and Engineering can be helpful in discussing space requirements and logistics. The Physical Plant department could help determine the initial estimate pertaining to the costs of renovation. Repairs such as construction of walls or doors, carpet, mirrors, and installation costs are usually requested in written form. Also the Physical Plant Department could assist in deciding to seek written bids from outside sources or contract for the work themselves, whichever method is the least expensive.

The Project Coordinator should keep in mind that written estimates differ from bids and prices may fluctuate. The Coordinator must also take precautions to ensure that all costs are considered no matter how small, whether it is painting a new door or installing a new bulletin board.

When there is little or no funding for such a project, the use of available resources is probably the only alternative option for the Project Coordinator to pursue. If this situation occurs, then other departments should be approached to seek funds to assist with the development of the weight training facility. Also money not encumbered from the budget at the end of the fiscal year could be utilized to initiate this project or to purchase needed weight training equipment. Sometimes departments of Physical Education or Athletics have some older weight equipment that could be donated, sold or loaned. Also, the department that controls the building in which the new weight training room is to be located, may help to defray the cost of renovation. Building maintenance funds may cover such costs as repair of heaters or air conditioning, or perhaps a new paint job for the room. Other possible sources of funding could be Student Services, Housing, and even the President's discretionary funds may be available for use if the proposal is appropriate and timely.

If only partial financial assistance becomes available, then the Project Coordinator may have to reevaluate the design and change it accordingly. For example, the initial plan may provide for the installation of mirrors on several walls, however, this may be changed by reducing the quantity and/or size of the mirrors. Another possible reduction might be the purchasing of less expensive equipment without sacrificing quality. Also, it may be more economical to repair an older machine rather than purchase a new one. Another cost saving alternative may be to hire student employees for projects such as painting, bulletin board installation, etc., rather than university employees that require higher wages. Poster explaining exercises, such as stretching, conditioning, and proper lifting

techniques could be borrowed from the Physical Education or Athletic departments.

Once funding is available and the kind of weight training facility is determined, a meeting with the sales representative of the weight company should be scheduled. The sales representative is also another resource who can help with the final decisions in selecting the type of equipment to purchase utilizing the amount of available funds. The sales representative could possibly allow for a discount on the weights, if business is continued through the representative's company. Other considerations which should be discussed include warranty on the weights, shipping costs, time of arrival, assembling costs, and maintenance. The sales representative can also assist in the development of weight room policies and program goals and objectives.

Planning the program is the next step in designing a weight room. To meet the students' needs, several goals should be established. The weight room should be physically attractive to attract all students. A variety of weight training equipment should be made available for weight training, muscle building, and body toning. The weight room staff or supervisors should be knowledgeable in the area of weight training and be able to assist students to design programs to fit their needs. It is important to note that the supervisors can sell the program by providing clinics or offer one-on-one assistance in the weight room. The staff should always be presentable in dress and present a good image by being helpful and courteous to users.

Policies for governing the operation of the weight room should be written jointly by all departments concerned and they should consider all of the potential users. Policies should cover user eligibility, dress codes, hours of operation and specifically the personnel responsible for areas such as maintenance, cleaning and emergencies.

Evaluation is another very important part of the program that must be considered. It should be a continuous process. Some areas to be evaluated are participant satisfaction, operational hours, proper use of equipment, maintenance and the type and amount of equipment.

Expansion of the weight training facilities and the improvement of services is the next step involved in planning the weight room. A new weight room and satisfied students are the end result of identifying and using available resources to provide adequate weight training facilities. Initiative, creativity, flexibility and cooperation are the keys to the successful development and operation of a new weight training facility.

The need for more weight training facilities and to be open to all students is obvious. Institutions can help meet them by developing new facilities through cooperation and communication with other departments on campus. Recreational Sports professionals can overcome pro-

blems such as lack of space or adequate funding, to provide an accessible and attractive weight room for all students utilizing this cooperative approach.

MEETING THE CHALLENGE OF ADMINISTERING A SPORT CLUB PROGRAM

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The elements involved in the administration of a sport club program are so numerous and complex that to effectively address them all would be impossible. After reviewing topics previously discussed and presented at past conferences, it was decided to focus on the following areas: student development, expectations and discipline, handbooks, advisory groups, councils, facilities, funding and publicity.

Student Development

A few decades ago, student development was defined as the "whole student" consisting of social and personal dimensions (such as leadership skills) that were influenced by life outside the classroom (Brown, 1980). There are numerous theories on student development. After reviewing the work that has been presented by theorists in this area, it can be concluded that there is not a universal definition for the term "student development." The term means different things to different people even though some elements of the various theories overlap.

According to Arthur Chickering (1978), perhaps the most well-known theorist, student development has seven vectors: competence, managing emotions, autonomy, identity, interpersonal relationships, purpose and integrity. Robert Brown (1980), a well-known professional in the area of student services, listed the dimensions of student development as: personal identity, interpersonal development, intellectual and academic skills, aesthetic development and physical recreation.

Although many sport club administrators feel that a student is developing in some or all of Chickering's vectors or Brown's dimensions, there is not adequate empirical data to support this feeling. However, through working with sport club leaders on a regular basis, one can observe many of them acquiring leadership techniques, developing interpersonal communication skills, refining decision-making methods, improving critical thinking ability and developing and using increased reasoning skills. The freshman who timidly asked, "How do you join a club?" has become an avid sport club participant and a dedicated member of the sport club council. Over a four year period as a student, this individual

has evolved from a timid freshmen — to a dependable club member — to a club officer — to a club president and finally to an enthusiastic sport club council member. One can claim that the experiences this student had from participation in a sport club and from involvement in the sport club program have contributed to this individual's development. Although the significance of this contribution cannot be measured, it cannot be dismissed or denied.

The best evidence that student development occurs is provided by the successful sport club. A successful sport club may be defined as a club that has demonstrated: 1) the ability to operate and function efficiently within the program's guidelines, 2) continuity of leadership, and 3) the ability to promote and sustain interest in and enthusiasm for the activity on campus.

Though the reason for a club's existence is to offer students an opportunity to practice, compete and participate in the individual's chosen physical activity, the potential for enhancing student development by acquiring, developing and improving interpersonal skills exists. In order to contribute to a student's development, sport club administrators should set up guidelines that will allow the club members to administer their own organizations, adhere to university and sport club policies and procedures, while, at the same time, grow and develop in social and personal aspects of their being.

The best way to achieve the program's primary goal (the opportunity to participate in a chosen physical activity) and to obtain the program's by-product (student development) is to clearly state how the program will operate (rules, regulations, policies, procedures, processes, expectations) and to offer students enough support to meet the challenges of administering their respective organizations. Keep in mind, if the challenge is too great, the student will retreat; and if the support is too protective, the student will not develop (Widick, Knelfekamp and Parker, 1980). A healthy balance between challenge and support should be provided and maintained.

The relationship administrators establish and maintain with students contributes to their development. In *Education and Identity* (1980), Chickering lists four conditions that are necessary for productive relationships among students and faculty/staff to exist: accessibility, authenticity, knowledge, and the ability to talk with a student. The degree of development experienced by students through the relationship administrators have with them will depend upon: 1) the frequency of contact; 2) whether the student feels the staff members are competent; and 3) whether the staff members demonstrate a genuine interest in the student and in the student's club.

Administrators of sport club programs should be cognizant of the various elements and processes involved in administration that can effect student development. Two elements — expectations and discipline — are many times overlooked by sport club administrators.

Expectations and Discipline

Sport club administrators have certain expectations of both club leaders and members. Likewise, these individuals have predetermined expectations of the staff, the program, the department and the University. Since expectations are one of the mechanisms used in goal-setting, meeting them is imperative if goals are to be attained (Massa, 1985). Realistic expectations are guides that help administrators organize programs and help club leaders organize their membership. If expectations are not met, the results can be, at the most, devasting, or, at the least, disappointing. Expectations must be realistic, attainable and known by all parties involved.

Frequently sport club administrators assume that club leaders and members know what is expected of them. For a program to run efficiently, these expectations cannot be just assumed. They must be communicated. Communication should be both verbal and written. It must be shared and understood by all who are involved in the program. There must be no doubt as to what is and what is not acceptable, whether it is submitting forms on time or conducting oneself properly on a trip.

The advice given to parents by James Dobson (1980) in his book **Dare to Discipline** can apply to sport club administrators when dealing with student representatives and clubs. His advice can be summarized as follows: 1) identify the rules, 2) let there be no doubt about what is and what is not acceptable behavior, 3) give the participants a good reason to follow the procedures as well as a good reason to regret not following them, and 4) treat students with respect and dignity and expect the same from each of them.

An administrator should not only convey the program's expectations and identify the rules, but must also be willing to follow the discipline procedures for participants and clubs when the rules are broken and the expectations not met.

When dealing with employees, universities are required to provide employees with commonly accepted procedures before discipline becomes effective. Sport club administrators can use some of the same procedures and methods used for employee discipline cases. Just as an employer may discipline employees for just cause, sport club administrators can discipline the club leaders and members for not meeting expectations or following procedures.

The corrective discipline process used in employer-employee situations consists of four steps: 1) verbal warning, 2) written warning, 3) suspension, and 4) discharge (Julius, 1983). This process has been adapted by the Sport Club Program at the University of Texas at Austin and the steps revised to assist club leaders in correcting the mistakes that have caused problems for the club and for the University. The revised steps are: 1) written statement of club's probation, 2) scheduled hearing before the Sport Club Council, 3) suspension of club's facility reservations and/or suspension of university funding for the club, and 4) revocation of sponsorship by the Division of Recreational Sports.

The statement of the club's probation is sent in letter form to the club's student representative with a copy to the club advisor. This letter informs the club of the probation period to the club advisor. This letter informs the club of the probation period and warns the club that more drastic action will be taken if other infractions occur. If the club commits a second offense, a hearing is scheduled with the Sport Club Council. The club leaders present the circumstances surrounding the situation which caused the offenses. The Council then determines the course of action to be taken. Continual violation of, or non-compliance with, University or sport club policies could result in the third step being taken: suspension of facility reservations and/or suspension of university funding. If all else fails, the fourth and final step is taken resulting in revocation of club sponsorship by the Division of Recreational Sports.

The point of corrective discipline is to help the club meet the expectations of the program so that the Division can continue to sponsor the club. Most clubs are able to make the needed corrections and end their probation period without committing further infractions. This process has given the club representative the opportunity to take positive action to resolve the problem that resulted in probation. This system also lends more credibility to the representative's role, the staff's role and the program. Expectations are made clear from the beginning, as are the consequences of not meeting these expectations. An appeal process is available to any club leaders who feel that the disciplinary action taken against their club is unfair.

In the course of planning and implementing club activities, club leaders need this information readily available to them. The policies and procedures of the University and the Recreational Sports Department, as well as the expectations and the discipline process, must be conveyed to the club leaders and members. The best way to disseminate this information is in written form through a sport club handbook.

Handbooks

Every sport club program should have a written guide or handbook for the clubs sponsored by the department. Samuel Hirt (1984) lists areas

that a sport club administrator should cover when developing a sport club handbook. Besides publicizing the rules and regulations of the program, he suggests including information on the following general areas: 1) sport club definition, 2) program objectives, 3) listing of current clubs and year they were established, 4) organizational scheme, and 5) specific guidelines concerning every phase of the program from starting a club to reviewing the handbook at the end of the year for developing the following year's manual.

In addition to his suggestions, sport club administrators should consider including: 1) a list of services that the staff can provide, 2) a calendar of representative's meetings for the year, 3) statements addressing expectations, 4) the disciplinary process, 5) the appeal process for clubs; 6) the advisor's role, and 7) the sport club staff's structure.

One of the most worthwhile things a sport club administrator can do is to "put it in writing" because a well-written handbook can save the administrator as well as club leaders much time, energy and frustration. The handbook will not have the answer to all questions or offer solutions to all problems, but the guidelines included will serve as a good base from which both the sport club staff and the sport club representative can operate.

Advisory Groups

For individual clubs, this body can perform services to a sport club program. If the group consists of a cross-section of the campus community (faculty, staff, club members and even community members), these individuals can assist with fund raising, bringing year to year continuity to the club, establishing and enforcing policies and procedures, serving as a "sounding board," and accompanying the club on overnight trips.

Advisory Councils

This group is made up of presidents from each club, and performs the following tasks: 1) establishes policies and procedures, 2) oversees distribution of department funds allocated to clubs, 3) coordinates promotion and publicity, 4) coordinates leadership training, 5) acts as a liaison between club members and full-time staff, 6) evaluates programs, and 7) makes recommendations on facility usage.

Facilities

Indoor and outdoor recreation facilities are essential for sport club programming. Typically, sport clubs fall behind Physical Education and Athletics on the "priority usage ladder", and sometimes behind Intramurals, Leisure Classes or "Open Rec". No Intramural-Recreational

Sports Program should be allowed to dominate facility usage. All appropriate personnel should make sure an equitable schedule is maintained. With this in mind, it is advisable to keep the facility coordinator informed of the sport club program's needs. To do this, the sport club administrator must have continued communication with the club leaders and coordinate facility usage with the advisory council. This should be done, if at all possible, during the spring semester, or at the latest, very early in the fall semester.

Important items which need to be addressed with club leaders prior to home contests are: 1) safety inspection of the facility for accident prevention, 2) facility preparation — lining, markings and equipment, 3) first aid emergency supplies and procedure, 4) locker and shower facilities for visiting team, 5) visiting team parking, 6) keys for access to facility, 7) P.A. system and scoreboard, 8) scorers' tables and chairs, 9) ticket booth (if appropriate), and 10) back up facility in case of rain (for outdoor facilities only).

It should be noted that all clubs utilizing off-campus facilities are responsible for making the necessary arrangements with the appropriate personnel at those facilities. Clubs should also be reminded that all facility requests must be made early to assure their reservation.

Funding

In contrast to intercollegiate athletic teams, all sport clubs are responsible for their own financial resources. With the increasing cost of travel, equipment and league/tournament entry fees, outside financial support is essential.

Basically there are three monetary sources utilized to fund sport club programs: 1) membership dues, 2) institutional funds, and 3) fund-raising projects. By the nature of sport clubs, members should expect to contribute dues each semester. These individual dues should be off-set as much as possible with institutional dollars and fund-raising projects. Depending upon the organizational structure, institutional contributions can come from the Intramural-Recreation budget or student government funds collected through registration. The most popular way for a club to raise money for "over and above expenditures" is through fund-raising projects. Prior to engaging in a fund-raising activity, each club should contact their respective Student Affairs and Development Offices to familiarize themselves with the guidelines and policies established for student organizations to solicit funds. Once they learn the do's and don'ts, they can proceed with their project. Following is a list of suggested fund-raising projects: 1) raffles (TV's, computers, trips, etc.), 2) movies, 3) donations from "Friends of _____", 4) commercial sponsors, 5) various marathon events (with pledges), 6) awards banquets, 7)

instructional sports clinics for community youth, 8) ticket promotions with local professional teams, 9) car washes, 10) stadium cleaning contracts, 11) button sales, 12) ads in programs, 13) concessions, 14) ticket sales at contests, and 15) entry fees from tournaments.

Publicity — Campus Recognition

There are numerous methods employed to promote sport club programs. Regardless of the method used to get information disseminated, it should be neat, informative, accurate, and reflect a positive image towards the sport club program and the department. Many programs have designed a logo to place on their promotional materials to insure continuity. Several of the major avenues used on campus to publicize programs include: 1) campus newspapers, 2) radio and television stations, 3) handbooks, 4) calendars, 5) newsletters, 6) schedule cards, 7) flyers, 8) posters, 9) stat sheets, 10) bulletin boards, 11) brochures, 12) pamphlets, 13) slide shows, 14) display cases, 15) open houses, 16) exhibits, 17) demonstrations, 18) "free" giveaways, 19) awards banquets, and 20) photograph displays.

When preparing to publicize and promote sport club programs, keep in mind the following: 1) publicity does not sell a program by itself, 2) publicity and promotion require constant effort involving the entire recreational sport staff, 3) timing is extremely important because expedient release of information affects results — attendance, participation, and input, and 4) post-event program publicity and promotion elicits participant goodwill, enhancing the probability of success for future events.

Summary

Sport club administrators should realize that sport club programs have the potential to affect a student's development. Participants should be informed as to what the expectations of the program are and what the consequences will be should these expectations not be met. A discipline process should be established to operate under and used when appropriate. The role advisory groups and councils will have in club programs should be defined. Clear and concise policies and procedures for facility usage must be determined. Participants should not only be advised about the various types of funding available and how to access these funds but they should also be informed about fund-raising opportunities. Programs should be promoted and students provided with the resources they can use to advertise, promote, publicize and gain recognition for their club's activities and achievements. Communication between club leaders and sport club program administrators is essential for a sport club program to be successful. The professional staff should be available to advise and assist club leaders and members. A handbook that reflects the department's philosophy and includes the rules, regulations, policies and pro-

cedures governing the program should also be developed and distributed to each club.

The effective sport club program can have a tremendous impact on students. Sport club administrators have the opportunity to make a student's sport club experience a positive one.

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HELP . . . LET ME IN! PROGRAMMING FOR THE PHYSICALLY DISABLED

John Campbell and Kevin Marbury, North Texas State University

Introduction — Overview

The following discussion represents the techniques, problems and concerns of developing recreational opportunities for disabled students on the campus of North Texas State University. Hopefully, this material will not come across as another "how to" or "this is what we have done" type of concept. It is hoped, however, this material will provide some direction and resources for recreational sports departments, such as ours, to develop programming for generally a small, but vital population of our campus communities.

Starting from the grass-root level can not only be a discouraging situa-

tion, but it can often be a confusing one. Even the most dedicated recreational sports specialist can find themself lost from either a lack of knowledge and/or direction on how or where to begin. In order to become involved in programming for the disabled, a slow and concentrated effort to educate oneself is mandatory. Reading a few articles from professional journals or attending a brief presentation at a national conference will only supply an individual with a very basic beginning Each institution is different and it is unfair to expect this type of subject matter to be tailor-made to fit each and every school.

To this end, the title of this paper might be somewhat misleading to the unsuspecting reader and therefore warrants further explanation. It may first appear that the plea "Help, Let Me In!" originated with some frustrated individuals in the disabled population at NTSU. This, however, is only a part of the whole story. In fact, the plea could have just as easily found its origins in the minds of the authors of this article. Due in part to the nature of the subject matter, and combined with the relative inexperience of the authors, it became increasingly evident that these individuals would need assistance if they were to be able to offer quality recreational opportunities to the disabled student population.

Legislation on the State and Federal levels over the past two decades, has focused attention on the rights of the disabled individual. This coupled with a growing awareness by professional recreational administrators has many wondering how best to serve this increasingly significant part of the college community. For the most part, the recreational sports professional has had limited training and interaction with the disabled individual, it stands to reason then that the development of quality programming for the disabled individual will require an understanding and utilization of any and all resources (especially those that might lay outside the normal boundaries of their administration).

Resource Development

A logical place to begin the search for resources is probably one's own campus. Many colleges and universities offer educational opportunities in Therapeutic Recreation, Adaptive Physical Education and/or Special Education to name a few. These departments can prove to be a marvelous source for information and personnel. Additionally, these departments can also refer you to resources both within and outside the university.

A second area worth investigating are the local civic or community groups as well as private organizations. Municipal recreation programs in increasing numbers are becoming involved in the physically disabled individual and can be an excellent source of information and guidance. Furthermore the possibility of joint ventures between the municipal and

campus recreation departments can only enhance the relationship between "Town and Gown". Many cities also have private organizations that specifically deal with special populations and therefore can also be a valuable resource to be utilized by the recreational professional. For example, Baylor Rehabilitation Center has provided the authors with information, contacts, and potential instructors for classes and/or clinics to be held in the future.

Obviously, an investigation of the literature should also be undertaken during the early stages of resource development. As was alluded to earlier, though only giving one a basic beginning in understanding the problems and concerns of programming for the physically disabled, nonetheless it remains important that one is at least aware of the various techniques and components of a good recreational program. Of particular value is a publication called **Sports and Spokes**. This magazine, published every two months by the Paralyzed Veterans of America, contains articles of interest to both the athlete and the administrator of competitive wheelchair sports opportunities. The magazines stated audience includes individuals with polio, spinal cord injury, and spina bifida and most of the articles are geared to individuals with these types of disabilities. Finally, there are numerous regional and national organizations that can be valuable to the recreational sports administrator. The organizations are as varied as the numbers and types of disabilities. Some of these organizations are specific to the type of activity, while others are specific to the particular type of disabilities of the individual. Two of these organizations were considered very important and a brief description of each follows:

National Handicapped Sports and Recreation Association

An excellent resource to begin gathering information with is the National Handicapped Sports and Recreation Association (NHSRA). This organization is involved with the promotion of sports and recreational activities for the handicapped. Originally called the Amputee Skiing Organization and created to provide recreational skiing opportunities for post-war amputees, NHSRA, in the mid-60's changed its emphasis and began to service the entire mobile handicapped population. These include the blind, amputees, those afflicted with polio, cerebral palsy, muscular dystrophy, multiple sclerosis, spina bifida, partial paralysis and other traumatic and congenital handicaps.

A national non-profit organization, the NHSRA is sponsored by the private sector and local communities. Over sixty satellite organizations, called chapters, have been created in a public environment in such diverse activities as snow and water skiing, sailing, river rafting, tennis, hiking, and horseback riding.

One of the major services of this national community-based chapter organization, (Table 1-A), is the utilization of the disabled population as instructors in its varied programs. Not only does this increase pupil/instructor awareness, but also allows members of the disabled community an opportunity to fulfill a role of responsibility and service to others.

One example of the NHSRA national/local chapter programs are its summer fitness clinics. The clinics consist of a series of three-day sessions held in 12 cities throughout the country. Instruction includes lectures, demonstrations and group exercises at which general adaptations are shown. More specific course material include individual fitness testing, classes on the definition and need for fitness, basic nutrition principles and weight control. An eight week follow-up course is also offered at each site.

Not only are the handicapped invited, but professionals and volunteers who are interested in learning about adaptive fitness are also encouraged to attend. Local NHSRA chapters should be contacted for additional information.

National Wheelchair Athletic Association

An additional resource is the National Wheelchair Athletic Association (NWAA). This national organization has over 2000 active members with more than 1800 being athletes. NWAA is similar to the NHRSA with its national orientation, however the NWAA is split into separate and specific associations covering a wide range of sports (Table 2-A).

The NWAA can provide a wide range of information. For example, information regarding disability classifications, rule modifications and equipment/material necessary to offer an activity are just a few examples of the types of information available.

Population Definition

A very important step in early program design is the definition of the population the recreational professional is attempting to serve. Even though the disabled population may not be large in number (in comparison to either a particular group or the overall population they still comprise a **significant** part of the campus community). Again the effort to define the population should begin on campus. For example, the authors began by contacting the Office of the Dean of Students, who in turn placed them in touch with an Associate Dean who had specific responsibility for dealing with the disabled population. This person provided a breakdown of the population according to general disability. This was followed by the authors receiving complete access to files to gather any further information they felt would be useful.

Another potential source is the Office of Student Organizations/Activities. Here again the authors were able to locate a valuable resource. They learned a Disabled Student Organization was already in existence on campus. Groups such as this one provide a direct line of communication and can be extremely helpful during the design and development stages of a program.

Also during the course of the investigation a government resource organization was located that maintained a listing of all disabled students pursuing higher education in Texas. The Texas Rehabilitation Council assists students with disabilities in making the transition to the college environment.

Once the disabled population has been defined, the recreational professional can then begin the process of actual program development. From this point there is a strong parallel to the steps utilized in programming for the non-disabled individual, and therefore will not be discussed here. There are, however, some important considerations that should be addressed.

Programming Considerations

For the most part, in the early stages of the program's development, the recreational professional will not be concerned with the rehabilitative benefits of the disabled individual's participation. Since program growth is contingent upon early participation levels, it is very important that the program's first offerings meet the desires of the disabled population.

This is where the lines of communication established during the development of resources again becomes important. The disabled population should be administered a survey of some types to assess their particular interests. Any of the various interest inventories utilized with the non-disabled individual can usually be effectively employed with little or no modification. Depending on the size of the population on the campus, either a written survey instrument, a personal interview or some combination of the two can be appropriately administered.

A second concern is determining the types of activities to utilize in the programs. Attempting to begin with an involved program such as competitive wheelchair basketball can be confusing and frustrating. The recreational professional needs to be aware that many of the participants will not have been involved in recreational activities for some time and may not feel comfortable in a competitive program where their skills may not be on a level comparable to their peers. For this reason, begin with a series of clinics that will stress involvement and skill development. Through gradual involvement and encouragement, confidence will be gained and hopefully result in increased participation in future activities.

Finally, it should be evident that all aspects of the recreational experience for the disabled individual needs to be considered in planning programs. Care must be taken to assure accessibility not only to the program's actual activity area, but also to lockers, showers and actual activity and not by something as trivial as a participant not being able to "get a drink of water".

TABLE 1-A

NATIONAL HANDICAPPED SPORTS AND RECREATION ASSOCIATION

CHAPTER ORGANIZATIONS

ALASKA HANDICAPPED SPORTS & RECREATION ASSOCIATION
Alyeska Ski Resort/P.O. Box 714, Girdwood, AK 99587.

ALL OUTDOORS — P.O. Box 811, Prineville, OR 97754.

ATLANTA CHAPTER, NHSRA — 3585 Canadian Way, Tucker, GA 30084.

CATSKIL REGION, NHSRA — P.O. Box 138, Shokan, NY 1248-1038.

CENTRAL ILLINOIS 3-TRACK SKI CLUB — RR 2 Box 124, Chillicothe, IL 61523.

CHILDREN'S HOSPITAL HANDICAPPED SPORTS PROGRAM — (Carol Page, Coord.)
1056 East 19th Avenue, Denver, CO 80218.

CHICAGOLAND HANDICAPPED SKIERS — RR 1 Box 115 B, Sandwich, IL 60548.

CITY OF LAS VEGAS — Dept. of Recreation & Leisure Activities
749 Veterans Memorial Drive, Las Vegas, NV 89101.

COURAGE SKIERS — 8085 Ingleside, Cottage Grove, MN 55016.

DULUTH COURAGE ALPINE SKIERS — 2400 Minnesota Avenue, Duluth, MN 55802.

FLYING OUTRIGGERS AMPUTEE SKI CLUB — 6423 NE 32nd Place, Portland, OR 97211.

RECREATION UNLIMITED, INC.
10026 Vixen, Boise, ID 83705.

ROCKY MOUNTAIN HANDICAPPED SPORTSMEN'S ASSOCIATION
P.O. Box 18036, Denver, CO 80218.

SEATTLE HANDICAPPED SPORTS & RECREATION ASSOCIATION
22231 4th Avenue SE, Bothell, WA 98011.

SIERRA DAREDEVILS — P.O. Box 11673, Reno, NV 89510.

SOUTH FLORIDA CHAPTER, NHSRA — C/O Project Masters
4770 Biscayne Blvd., Suite 900, Miami, FL 33137.

THREE TRACKERS OF OHIO — 518 Lake Forest Drive, Bay Village, OH 44140.

UTAH HANDICAPPED SKIERS ASSOCIATION — P.O. Box 108, Roy, UT 84607.

VERMONT ASSOCIATION FOR HANDICAPPED SPORTS & RECREATION
P.O. Box 923, Burlington, VT 05402.

WINTER PARK HANDICAP SKI PROGRAM — P.O. Box 36, Winter Park, CO 80482.

ROCKY MOUNTAIN HANDICAPPED SPORTSMEN'S ASSOCIATION
Capital Hill Station, P.O. Box 18036, Denver, CO 80218.

SANTA CRUZ INCONVENIENCED SPORTSPERSON'S ASSOCIATION
P.O. Box 5189, Santa Cruz, CA 95063.

GREAT LAKES HANDICAPPED SPORTS ASSOCIATION
30628 Greenland, Livonia, MI 48154.

HANDICAPPED SPORTSMEN'S ASSOCIATION OF SACRAMENTO
P.O. BOX 194, Folsom, CA 95630.

NEW ENGLAND HANDICAPPED SPORTSMEN'S ASSOCIATION
P.O. Box 2150, Boston, MA 02106.

NHSRA, NATION'S CAPITOL — P.O. Box 5741, Derwood, MD 40855.

NHSRA OF FRESNO — 2535 Milbrook Avenue, Fresno, CA 93703.

NHSRA OF LAKE TAHOE — P.O. Box 2633, Olympic Valley, CA 95730.

NHSRA OF MICHIGAN — 4424 Pennsylvania Avenue, Lansing, MI 48910.

NHSRA OF NEW YORK — 10 Westmoor Place, Binghamton, NY 13905.

NHSRA OF SOUTHERN CALIFORNIA
7618 Woodman Avenue, Unit 13, Van Nuys, CA 91402.

NHSRA OF WESTERN NEW YORK — 2101 Cornwall Road, South Wales, NY 14139.

ORANGE COUNTY CHAPTER, NHSRA — 68 Monticello, Irvine, CA 92714.

POWDERHORN HANDICAP SKI PROGRAM — Powderhorn Ski Corporation
P.O. Box 1826, Grand Junction, CO 81501.

ASPEN HANDICAPPED SKIERS, P.O. Box 5429, Snowmass Village, CO 81615.

CHALLENGE-ONE, INC. — P.O. Box 1033, Jackson Hole, WY 83001.

CHILDREN'S HOSPITAL — 1056 E. 19th Ave., Denver, CO 80218.

NHSRA, NATION'S CAPITOL — 6108 Neilwood Dr., Rockville, MD 20852.

HUNTER MOUNTAIN HANDICAP SKI PROGRAM
Hunter Mountain Ski Bowl, Hunter Mountain, NY 12442.

FRESNO CHAPTER — 2455 DeWitt Ave., Clovis, CA 93612.

NHSRA OF WESTERN NEW YORK — 29 Rand Ave., Buffalo, NY 14215.

CENTRAL ILLINOIS 3 TRACK SKI CLUB — 35 Arabian Spur, Springfield, IL 62702.

FLYING OUTRIGGERS AMPUTEES SKI CLUB
211 Oregon Pioneer Building, Portland, OR 97204.

ALL OUTDOORS — 1414 N.W. Awbey Road, Bend, OR 97701.

WINTER PARK HANDICAPPED PROGRAM — P.O. Box 813, Winter Park, CO 80482.

THE STATUS OF PHYSICAL FITNESS IN THE UNITED STATES AND ITS RELATIONSHIP TO RECREATIONAL SPORTS PROGRAMMING

Jennifer Sue Oatey, Ph.D., University of Minnesota

Almost every magazine we read, television show we watch and radio show we listen to contains some reminder of the values of good health and physical fitness. Our priorities appear to be changing, incorporating a balanced and healthy lifestyle as a major area of concern.

Richard Keelor, former director of program development for the President's Council on Physical Fitness and Sports, has said, "America is going through a physical fitness renaissance that can make a real dent in degenerative diseases, not to mention the quality of life". (Editorial Research Reports, 1978) A recent Gallup poll (American Health, 1985) reports that 54% of Americans exercise regularly; the same poll found that the positive attitude toward fitness was equally strong in both men and women. Data, again from the Gallup poll, found that those who exercise are more likely to make positive changes in other lifestyle habits as nutrition, weight control and smoking.

As the values and corresponding desires of the public change, so must recreational sports programs change in order to keep pace with participants and provide them with beneficial and valuable services. The purpose of this paper is to discuss selected aspects of the history of physical fitness in the United States and its relationship to recreational sports programming.

Physical Fitness for the Masses

Fitness may be here, but are we fit? In a 1961 Gallup poll 24% of Americans reported exercising daily; a 1977 Gallup poll found 47% also reported this. A 1978 Harris poll sponsored by Perrier found 59% of adults responded that they exercised regularly. The results of a recent Gallup survey done for **American Health** magazine found that 54% of adults exercise regularly. (American Health, 1985)

The poll results sound impressive, however, there are often problems with self-reported data. In the Harris poll, only 15% were appropriately active to achieve fitness. In 1980 the U.S. Department of Health and Human Services reviewed various studies and concluded that by generous estimate "something over 35%" of the adult population was engaged in "appropriate physical activity". (Sports Illustrated, 1983) The figures are projected to be much lower for children, older adults and the lower income groups. It is apparent that many people over-estimate the fitness value of their activities.

The 1985 Gallup poll shows that exercisers are exercising more as well as being more likely to make positive changes in lifestyle habits. Those who are fit may have attained a higher degree of fitness, however:

1. more than 90 million Americans suffer back pain,

2. alcohol abuse affects one-third of American homes,

3. one-fifth of the American public is at least 20% above desirable weight,

4. one-third of Americans complain of sleep disorders, and

5. a 1979 study of Michigan school children found 50% had one or more of the common six factors for heart disease — high blood pressure, high blood cholesterol, obesity or low cardiovascular fitness. (**Sports Illustrated,** 1983)

The Fitness of School Children

The major catalyst in this area came from data presented in 1954 by Hans Kraus and his associates. In tests they conducted based on six measures of minimal muscular fitness, American school children were shown to be significantly less fit than their European counterparts; fifty-seven percent of U.S. children failed the test compared to eight percent of the European children. This was followed about a year later by the development of the first AAHPER fitness test battery by a committee of the Research Council of AAHPER. Norms were established through a national probability sampling of 5-12th graders in the years 1958, 1965 and 1975. The status of fitness programs within physical education programs was a part of the survey, "The Status of Physical Education, 1977-78". Findings of these studies revealed that, while the vast majority of schools had physical education programs, the fitness level of the students tested was very low. The perception of the relative importance of fitness within physical education was only average. Only about 50% of school districts were found to do any fitness testing at all. (First National Conference on Physical Fitness and Sports for All, 1980).

In 1975 another committee of the AAHPER developed a health-related fitness test. It was felt that a greater emphasis should be placed on the relationship between health and physical activity rather than athletic skill. Finally, in 1982 the U.S. Office of Disease Prevention and Health Promotion contracted with a panel of experts to develop the best test for determining the physical fitness of school children.

The results of such testing of our school children have been less than sterling. In 1958, the results of testing were generally agreed to be dramatically poor, the 1965 results poor to fair and the 1975 tests showed little or no improvement. In a presentation discussing the findings of

the above studies presented to the First National Conference on Physical Fitness and Sports in 1980, Dr. Guy Reiff of The University of Michigan stated, "It is quite clear that a large number of children in our public schools score at an abysmally low level of fitness tests, which in large part can be attributed to excess weight. There also seem to be few testing programs and little evaluation of student progress."

The President's Council on Physical Fitness and Sports

The 1955 test results from the Kraus study which showed American children dramatically less fit than their European counterparts influenced the organization of the President's Conference on the Fitness of American Youth in June, 1956. On July 16, 1956, President Dwight D. Eisenhower formally established the President's Council on Youth Fitness to provide leadership for a national physical fitness program.

The Kennedy belief that "physical fitness is the basis for all other forms of excellence" led to an active Council. Program recommendations were published, clinics organized, model programs developed, films created, public service announcements taped and working relationships nurtured with national health and education organizations.

President Nixon appointed a group of physicians, physical educators, school administrators, business leaders and sports personalities to replace the high-level government officials who had formerly comprised the Council. The activities of the Council expanded.

The Council under President Ford continued the programs of the previous administration. The emphasis on employee fitness programs began to develop at this time.

President Carter's Council emphasized programs for special populations, school programs, employee fitness programs and increased the number of governors' councils.

Currently the PCPFS under President Reagan is involved in efforts to find private funding for fitness programs. Divisions of sports administration and sports medicine have been created and the independent National Fitness Foundation has been established. Currently the Council has a budget of $1.1 million and a total staff of fifteen.

Governmental Policy

In recent years the federal and state governments have become increasingly involved in fitness-related programs. The activities of both the governors' and president's councils are certainly one productive indication of this. In addition to these initiatives, a major public policy statement was made in 1983 by the U.S. Department of Health and Human

Services when it published the 1990 objectives for the nation in relation to exercise and fitness. These objectives are:

Objective A

By 1990, the proportion of children and adolescents ages 10 to 17 participating regularly in appropriate physical activities, particularly cardiorespiratory fitness programs which can be carried into adulthood, should be greater than 90 percent.

Objective B

By 1990, the proportion of children and adolescents ages 10 to 17 participating in daily school physical education programs should be 60 percent.

Objective C

By 1990, the proportion of adults ages 18 to 65 participating regularly in vigorous physical exercise should be greater than 60 percent.

Objective D

By 1990, 50 percent of adults 65 and older should be engaging in appropriate physical activity, e.g., regular walking, swimming, or other aerobic activity.

Objective E

By 1990, the proportion of adults who can accurately identify the variety and duration of exercise thought to promote most effectively cardiovascular fitness should be greater than 70 percent.

Objective F

By 1990, the proportion of primary care physicians who include a careful exercise history as part of their initial examination of new patients should be greater than 50 percent.

Objective G

By 1990, the proportion of employees of companies and institutions with more than 500 employees offering employer-sponsored fitness programs should be greater than 25 percent.

Objective H

By 1990, a methodology for systematically assessing physical fitness of children should be established, with at least 70 percent of children and adolescents ages 10 to 17 participating in such an assessment.

Objective I

By 1990, data should be available with which to evaluate the short and long-term health effects of participation in programs of physical activity.

Objective J

By 1990, data should be available to evaluate the effects of participation in programs of physical fitness on job performance and health care costs.

Objective K

By 1990, data should be available for regular monitoring of national trends and patterns of participation in physical activity, including participation in public recreation programs in community facilities.
(Promoting Health — Preventing Disease, 1983)

A number of federal agencies and national associations participated in the establishment of these goals, and were actively included in action items to be accomplished under each objective.

Effects of the Interest in Physical Fitness on Recreational Sports Programming

As the public's desire to be physically fit grows so will the demand for corresponding fitness-related services. To meet the need for these services, recreational sports programs must provide:

1. State-of-the-art fitness equipment in weight, conditioning and exercise rooms.

2. Quality non-credit instruction in a wide variety of fitness activities.

3. Greater access to quality jogging/running tracks, swimming pools and gymnasiums.

4. Safety for those who use facilities.

5. Programs for the assessment of fitness levels and development of individual fitness programs.

6. In-depth cooperative offerings between Recreational Sports, Physical Education, Health Services, Nutrition and a myriad of other departments.

It is generally accepted that fitness and health-related activities are a part of the recreational sports mission. It is the responsibility of programmers to be the providers of high quality programs and information — to be the sifters and sorters of the volumes of information currently available before programs are developed and information is passed on. The difference between the scientific and the non-scientific, between fact and fantasy, between real and fad, between beneficial and hype must be determined. Participants rely on professional judgment to provide safe, healthy and well-grounded programs.

In order to provide programs of the highest quality, recreational sports programmers must do these things:

— First, learn the basic physiological and psychological principles of fitness.

— Second, connect programs with the services of other qualified professionals.

— Third, provide programs based on sound and accurate information.

— Fourth, make use of the professional resources that are available in the form of journals, conferences, personal contacts, etc.

— Fifth, have the vision to anticipate developing needs.

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Editorial Research Reports. (April 14, 1978) "Physical Fitness Boom".

President's Council on Physical Fitness and Sports. (1980) *Proceedings of the First National Conference on Physical Fitness and Sports for All,* pp. 27-28.

Sports Illustrated. (February 7, 1983) "Hold On There America".

U.S. Department of Health and Human Services. (February, 1983) "PROMOTING HEALTH — PREVENTING DISEASE, Exercise and Physical Fitness, 1990 Objectives for the Nation". (Provided by the President's Council on Physical Fitness and Sports)

FITNESS SWIMMING
A CLASS TO HELP YOUR RECREATIONAL SWIMMERS GET IN SHAPE!

Pat Graham, University of Georgia

The purpose of a fitness swimming class is to help those who enjoy swimming learn more about the techniques and methods of training, so that they can swim to improve their fitness. There is a wide variety of students that will enroll in this type of class in terms of skill, age, and expectations.

No matter what physical condition the swimmers are in at the outset, they must have some basic swimming skills. They should be able to swim 50 yards freestyle using the correct form and, most importantly, breathing correctly. They should also know how to do another stroke fairly well. If the participants do not have some basic skills, the class

becomes too much of an instructional situation, and the students do not have enough time to work on their fitness. It is very important for all the students in a fitness swimming class to experience some change in their fitness level and to acquire a basic understanding of fitness.

Fitness Concepts

Physical fitness is defined as: The capability of the heart, blood vessels, lungs, and muscles to function at optimal efficiency" (Getchell, 1983). Basic components of physical fitness, the improvement of which should be included in the planning of a fitness swimming class, are as follows:

STRENGTH. Strength is the capacity of a muscle to exert a force against a resistance. (Brems, 1979).

MUSCULAR ENDURANCE. Muscular endurance is not the same as muscular strength. Endurance is the capacity of a muscle to exert a force repeatedly over a period of time. (Maglischo and Brennen, 1985).

FLEXIBILITY. Flexibility is the ability to use a muscle throughout its range of motion. Swimming can improve the range of motion in the lower back, hips, shoulders, and ankles (Maglischo and Brennan, 1985).

CARDIORESPIRATORY ENDURANCE: Cardiorespiratory endurance is the capacity of the heart, blood vessels, and lungs to deliver nutrients and oxygen to tissues and to remove wastes. This is the most important of the physical fitness characteristics. Swimming is one sport where the improvement in cardiorespiratory endurance comes very quickly (Maglischo and Brennan, 1985).

Fitness Evaluation

There are many tests and measurements available for fitness evaluation. The following tests and measurements are easy to administer and are beneficial to the students in the class.

TWELVE MINUTE TEST. This is a simple test for evaluating cardiorespiratory endurance. Dr. Kenneth Cooper, of the Institute for Aerobics Research of Dallas, has developed age adjusted norms for the 12 minute swim. They can be found in his book, **The aerobics way** (1977).

PERCENT BODY FAT MEASUREMENT. Some instructors include body composition as one of the basic components of physical fitness. Most people enrolled in a fitness class seem to be concerned with their overall good health, and this simple evaluation of body fat coupled with anestimate of a desired body weight is very helpful to them. Simple methods using skinfold calipers are quite suitable for determining lean body weight and fat weight (Getchell, 1983).

TRAINING HEART RATE. Identifying each student's training, or target, heart rate will help the individual determine the intensity of workouts. Most research indicates that an increase in heart rate equal to 75 percent of the difference between resting and maximal rates is a safe and reasonable intensity for most participants. Calculating a training heart rate is simple. The difference between the maximal heart rate (220 - age) and resting heart rates must be determined. This figure should be multiplied by 0.75, with the result added to the resting rate (Getchell, 1983).

PERSONAL GOALS. One factor that will help a swimmer improve one's fitness level is the establishment of personal goals. Students should establish short range goals and a few long range goals. Some of these may be such things as: reduction of body weight, completion of a ½ mile swim in a specific time, or the learning of a new skill (one frequently mentioned is to learn flip turns).

Analysis of Strokes

A fitness swimming course should not turn into an instructional swimming course, but some time should be spent on perfecting the various swimming strokes. Also, most of the students appreciate the encouragement to broaden their knowledge of the various strokes. It is important to spend some time going over the open and flip turns so that the swimmers can increase their efficiency in lap swimming. An excellent source for reference on strokes and turns is "Doc" Counsilman's **Competitive swimming manual for coaches and swimmers** (1977).

Workouts

INTERVAL TRAINING — Interval training is defined as that method of training in which regularly repeated periods of exercise at less than maximum intensity alternate with specific periods of rest, with the rest periods not being long enough for full recovery. It takes a little practice with the participants to figure out what distances and what rest times are best for them. Further information can be found in the references listed. Interval training is hard, but the swimmers like it because it adds to the variety of the workouts and is very challenging. There are two common methods of interval training.

1) Constant send off. In the constant send off method, the time period between the start of each swim in a series is held constant. For example, one could swim 10 x 100 meters leaving every 2½ minutes. This kind of interval training is easy for the coach to monitor. This method is difficult to use with a large group because the poorer swimmers do not get enough rest and the better swimmers get too much rest.

2) Constant rest. Perhaps the best kind of interval training is the method known as constant rest because the rest periods can be individually designed. In this method, the organizer places a rest interval between each swim in a series of swims of equal distance. (e.g., 10 x 100 meters taking 20 seconds rest between each 100 meters). This is an easy way to add structure to a workout.

SPRINT TRAINING — Sprint Training consists of swimming short distances at top speed. Sprint training operates on the principle of stress through intense speed, which in turn means that it builds strength and power more than endurance (Brems, 1979). The sprints should never exceed 100 meters. In fact, 25 meter sprints are fine!

SPEED VARIATION TRAINING — Speed Variation Training is a method that makes use of varying the speed of the training. For a given distance, the swimmer will alternate lengths of fast swimming with lengths of slow swimming. This approach will help develop endurance. An example of speed training for a distance of 225 yards in a 25 yard pool would be: 1 length slow, 1 length fast, 1 length slow, 2 lengths fast, 1 length slow, 3 lengths fast.

HYPOXIC TRAINING — Hypoxic training is a method of training in which the swimmer forces the body to adapt to oxygen debt by limiting the breathing during exercise. This means that the swimmer may breathe every third stroke, fourth stroke, etc. There is some controversy whether or not this type of training actually helps the swimmer (Maglischo and Brennen, 1985, 39). This approach, however is fun and challenging to try every once in awhile.

Novelty Workouts

There are probably as many novelty workouts as there are swim coaches! Here are a few:

1) Pyramid set. A pyramid set workout includes several swims of regularly increasing then decreasing distances. An example of a pyramid set would include the following: 1 x 25 yards, 1 x 50 yards, 1 x 75 yards, 1 x 50 yards, 1 x 25 yards. Swimming a pyramid set of 1-2-3-4-5-6-5-4-3-2-1 is an easy way to swim one-half a mile.

2) Crescendo set. A crescendo set workout includes several swims of regularly increasing distances. For example, such a set might include 1 x 25 yards, 1 x 50 yards, 1 x 75 yards, etc.

3) Kick-Pull-Swim set. A kick-pull-swim workout will have the swimmer kick a certain distance, or for a certain amount of time, pull the same, and then swim the same. A good work-out is to do 5 minutes of each. The 15 minutes goes by quickly using this method.

Hydrorobics

Water exercises are becoming more and more popular. It is important to show students the value of these exercises. Additionally, inclusion of such activities breaks up the routine, and students seem to enjoy hydrorobics. An excellent reference is the book **HydroRobics** by Joe Krasevec and Diane Grimes (1984).

Use of Swimming Accessories

The use of swimming accessories adds interest and variety to the workouts, while providing the swimmers with additional methods of enhancing their performance. Some of the more popular and available swimming accessories are as follows:

HAND PADDLES. Hand paddles are plates of plastic which fit on the palms and attach by rubber tubing to the fingers or hands. Because of the increased resistance they provide, hand paddles are used by swimmers for strengthening shoulder, chest, and back muscles.

SWIM FINS. Swim fins are made of flexible rubber and should fit snugly around the feet. These devices help the swimmer develop a "feel" for the water with the feet. They also help with building endurance.

KICK BOARDS. A kickboard is a nearly rectangular piece of buoyant material about 30 inches long and 15 inches wide. The kickboard is used when isolating the kick part of the stroke for instructional purposes and for building leg strength.

PULL BUOYS. A pull buoy is a flotation device made from two solid cylinders of styrofoam fastened together with a strap. It is held between the legs with one cylinder in front of the thighs and one behind them. This tool helps to isolate the arms for more concentrated work.

PACE CLOCK. A pace clock has a large face, with a second hand and a minute hand. The numbers on the clock are large allowing the swimmers to see the time accurately, making the timing of interval, or distance swims easy.

How to Design an Individual Fitness Program

It usually takes a couple of weeks to be able to design a workout to meet the swimmer's individual needs. Information from several fitness tests and an understanding of each individual's personal goals are helpful. A fitness swimming class usually is comprised of three groups: The well conditioned swimmers, the average swimmers, and those swimmers who are really out of shape. It is important that the workouts for each group be essentially the same, so that everyone feels a part of the group. It is easy to change yardage, interval times, number of sets, etc., so that all swimmers are challenged. Workouts should remain in-

teresting. Skill practice should be combined with a hard workout. The nature of the workout should be varied daily. Testing should be done throughout the session so that the students can follow their progress. The instructor must ensure that each workout combines warm-ups, a main set, and a cool down. It is a good idea to provide each student with a typed page listing the workout for each lesson. They will then have a portfolio of personalized workouts when the class is finished. Two excellent sources that list many different workouts are **Fitness Swimming Lifetime Programs** by Joseph McEvay (1985) and **The Fit Swimmer** by Marianne Brems (1984).

Here is an example of a workout for an intermediate fitness swimmer. This same form can be used for any level of workout.

SWIM FOR FITNESS WORKOUT

EMPHASIS: Work on turns; swimming an 800 yd. pyramid set

Total Distance: 1,300 yds.

WARM-UP: (250 yds.)

Land exercises

Skill practice: turns

2 x 100 swim with alternate breathing

1 x 50 pulling — any stroke

MAIN SET: (800 yds.)

1 x 800 pyramid swim: work on turns; 15 seconds rest per 50 yds.

1 x 50 (15 seconds rest)

1 x 100 (30 seconds rest)

1 x 150 (45 seconds rest)

1 x 200 (60 seconds rest)

1 x 150 (45 seconds rest)

1 x 100 (30 seconds rest)

1 x 50 (15 seconds rest)

COOL DOWN: (250 yds.)

2 x 100 kick — slow and easy

1 x 50 swim, elementary back stroke

COMMENTS:

(this space is available for swimmers to record their own feelings about the workout.)

This form has been very well received by many swimmers. Fitness swimming classes are usually 45 minutes to one hour in length to ensure sufficient time for the average swimmer to get a good work-out. The class should meet three days a week.

This is a great class to teach, and one recreation swimmers will enjoy. The enthusiasm of the students in this type of class is wonderful.

References

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Krasavec, J. A., and Grimes, D. C. (1984) Hydrorobics. New York: Leisure Press.

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Appendices

1985 NIRSA CONFERENCE ACKNOWLEDGEMENTS

The following presentations were delivered at the 1985 NIRSA Annual Conference in Columbus, Ohio. For a variety of reasons, these presentations did not lend themselves adequately into written format. They are listed here to acknowledge their contribution and dedication to our profession.

ACCOUNTABILITY BEYOND A REASONABLE DOUBT
Dianne A. Eagan, Central Michigan University

ADMINISTRATIVE AND PROGRAMMATIC ADAPTATION: THE WAY WE ARE VERSUS THE WAY WE WERE
Dr. Terry Parsons, Greg Jordan, Karen DeRosa, Bowling Green State University

A HYDROROBICS FITNESS CLASS CAN ADD LIFE TO YOUR POOL PROGRAMS
Joseph A. Krasevec, Georgia State University

A MARATHON EFFORT
Kathrine V. Switzer, Avon International Running Circuit

A MULTIDIMENSIONAL APPROACH TO RECREATIONAL PROGRAMS FOR SPECIAL POPULATIONS
Gina Johnson-Freeman, Ohio State University

AN INTERNATIONAL VIEW OF RECREATIONAL SPORTS — SPORT FOR ALL
Dr. Lynn M. Jamieson, California Polytechnic State University-San Luis Obispo

A RECREATION CONSORTIUM OF STATEWIDE ASSOCIATIONS
Kathy Bunn Sito, University of South Carolina

A SURVEY OF WORLD COLLEGE AND UNIVERSITY INTRAMURAL-RECREATIONAL SPORTS PROGRAMS
Bill Thompson, Long Beach City College

ATHLETIC/RECREATIONAL SPORTS RELATIONSHIPS — IS IT REALLY THAT BAD?
Eric L. Stein, Princeton University; Dr. Lawrence Preo, Purdue University; Dr. Louis Marciani, Salisbury State College

BEATING BURN-OUT BLUES
John A. Colgate, Western Illinois University

CAREER OPPORTUNITIES IN RECREATIONAL SPORT
Dr. Craig M. Ross, Indiana University

CHEAP FRILLS — YOUR SPECIAL EVENTS PROGRAM
Mark Baletka, University of Illinois

COMPUTERIZATION OF THE INTRAMURAL/RECREATIONAL OFFICE
W. James Weese, University of Regina

COMPUTERS IN INTRAMURAL-RECREATIONAL SPORTS
Gene G. Lamke, San Diego State University; Bruce Holley, Brigham Young University; Richard Hall, Texas A&M University; Brian Lukes, Southern Illinois University; Russ Pear, University of Kentucky; Brian M. Haderlie, St. Louis University; Moderator, J. Michael Dunn, Southern Illinois University

COMPUTER USE FROM A BUILDING SERVICES VIEWPOINT
Herb Kienle, University of Colorado

COPING WITH STRESS
Dr. Stephen A. Douglas, Psychologist, Columbus, Ohio

CREATING AND MOTIVATING A SUPERIOR LOYAL STAFF
Patti Holmes, Sally Myers, Miami University; Chuck Gordon, Washington University

DEFAULTS, FORFEITS AND OTHER NO-SHOWS — SOME ANSWERS WHY
Dennis M. Byrne, University of Wisconsin

DO'S AND DON'TS FOR YOUR AEROBIC DANCE PROGRAM, OR THINGS TO BEWARE AND BE AWARE OF
Terry-Ann Spitzer, Boise State University

FACILITIES: MAINTAINING YOUR CAPITAL INVESTMENT
Rochelle H. Bast, University of Wisconsin-Milwaukee

FANTASTIC FACILITIES
J. Michael Dunn, Southern Illinois University

FRESHMAN—THE FOUNDATION TO YOUR INTRAMURAL SPORTS PORTFOLIO
Harold Goldammer, Kathy Hollister, Bill McMinn, Southern Illinois University

INCREASING COMMUTER STUDENT INVOLVEMENT UTILIZING LIMITED RECREATIONAL FACILITIES
Gene C. Grzywna, Northeastern University

INFORMAL SPORT MANAGEMENT
Kathryn G. Bayless, Indiana University

INTRAMURAL AEROBICS
Lynn E. Schutz, Indiana University

INTRAMURALS, CREATIVITY AND YOU: TAPPING THE SOURCE
Tigos Playworks Company: NIRSA members Sharon Champion, Louisiana State University; Juliette Moore, Arizona State University; William M. Healey, University of West Florida; Kenneth Dunlap, University of West Florida

INTRODUCING A SPECIAL POPULATIONS PROGRAM: GETTING INVOLVED WITH THE UNKNOWN
Mike O'Connor, Dennis M. Byrne, University of Wisconsin

INVOLVEMENT OF THE CAMPUS RECREATION DEPARTMENT IN UNIVERSITY RECRUITMENT AND ORIENTATION PROGRAMS
Wayne Morford, Iowa State University

IS THE GRASS ALWAYS GREENER? — MAKING THE CAREER DECISION
Marcia Hammond, University of Minnesota; Jim Nasiopulos, Marquette University; Dr. Lawrence Preo, Purdue University

LOOKING FORWARD
W. W. "Woody" Hayes, Ohio State University

MICROCOMPUTER APPLICATION IN RECREATIONAL SPORTS
Dr. Craig M. Ross, Indiana University

MINI UNIVERSITY — ASSURING THE FUTURE
Nila M. Ipson, Dalhousie University

OFFICIALS: RECRUITING, TRAINING AND RETAINING
James E. Mains, Western Illinois University

ONE WHO MADE A DIFFERENCE — INTERVIEW WITH A NIRSA LEADER
J. Michael Dunn, Southern Illinois University

PERCEIVED PERFORMANCE VS. ACTUAL PERFORMANCE: EFFECTS ON INTRAMURAL OFFICIALS
Laura A. Rosenberger, Loyola University-New Orleans

PROBLEMS IN INTERPERSONAL RELATIONS ON WILDERNESS TRIPS
George W. Rader, Chris Porterfield, Mary Phillips, Illinois University

ORGANIZE YOUR SCHEDULES: A UNIQUE APPROACH TO SCHEDULING STUDENT EMPLOYEE WORKERS AND RESOLVING CONFLICTS OF STAFF FACILITY USE
Joyce Grimes, Betty Blanton, Texas Tech University

PH.D. OR NOT: INSIGHTS FOR PROFESSIONALS IN THE INTRAMURAL/RECREATION FIELD
Dr. Robert L. Boucher, University of Windsor

POP ART: THE ART OF ELEGANT PROGRAMMING FOR SPECIAL POPULATIONS
Ann Fitzgerald, University of California-Berkeley; Marci Snodgrass, California Polytechnic State University-San Luis Obispo

PROMOTION IS TWO-THIRDS MOTION
Dr. Louis Marciani, Salisbury State College

PROMOTION MAKES CENTS: EFFECTIVE MARKETING METHODS IN CAMPUS RECREATION
Lanie Lass, University of Illinois

PUTTING THE SPORT BACK INTO SPORTSMANSHIP: A SPORTSMANSHIP EVALUATION SYSTEM THAT WORKS
Bill Jinske, University of Missouri-Kansas City

RECRUITING OFFICIALS WITH THE RIGHT STUFF
Robert Hailey, Terry York, Indiana University

SO YOU THINK YOU WANT TO BUY A COMPUTER!
Barbara Aiken, University of Maryland

SPORTS FOR PEOPLE — AN APPROACH TO NON-CREDIT RECREATIONAL INSTRUCTION
Mark Fletcher, University of Virginia

SPORTS OF ALL SORTS — INTRODUCTION TO NEW AND DIFFERENT GAMES
Greg Kaefer, Loyola University; Steve Swinney, University of Texas-Arlington; Thad Dwyer, University of Maine

SPORTS OFFICIALS' ASSOCIATION: AGGIE STYLE
Thomas W. Reber, Michael G. Waldron, Texas A&M University

STANDARDS FOR COLLEGIATE RECREATIONAL SPORTS
Richard F. Mull, Indiana University

STRONGER INTRAMURALS VIA WEEKLY MANAGER'S MEETINGS
Pat Dolan, Marshall Robb, University of Tulsa; Mary Nole, University of Vermont; Bruce Butrym, University of South Carolina

STUDENT PERSONNEL MANAGEMENT — THE "A-TEAM" APPROACH
Ken Kaiser, Thomas R. Patt, Ohio State University

TECHNIQUES TO STIMULATE LONG RANGE PLANNING FOR YOUR TOTAL CAMPUS RECREATION PROGRAM
Samuel W. Hirt, Vanderbilt University

THE CLUB SPORTS COACHING DILEMMA: ROLE OF COACH AND FACULTY ADVISOR
Loretta Capra, Colorado State University

THE OFFICIATING WORKSHOP: AN ALTERNATIVE METHOD FOR TRAINING OFFICIALS
Dan Stabenow, Ricke Foote, Joe Killinger, Central Michigan University; Dave Ostrander, University of Dayton; Tori Campe, Pennsylvania State University

THE INTRAMURAL COUNCIL: HELP, HINDER, OR HASSLE
Carolyn Cornelison, Louisiana State University-Shreveport; Kevin Probst, Georgia State University; Steve Rey, University of Southern Mississippi

THE KEY TO SUCCESSFUL PROGRAMMING IN A SHARED FACILITY
Dr. David C. Dutler, Eastern Illinois University

TRAINING OF FITNESS INSTRUCTORS USING VIDEO CASSETTES AND EQUIPMENT
Judy Yeast, Western Illinois University

UNDERSTANDING AND COMBATING EMPLOYEE TURNOVER
Gene G. Lamke, San Diego State University

UPWARD BOUND — WHERE EVERYONE IS A WINNER
Debbie Fish, Hector Munoz, John Downs, University of Kansas

USING MICROCOMPUTERS (APPLE IIE AND MACINTOSH) IN I-M/REC SPORTS ADMINISTRATION
Dr. Gerald M. Maas, University of Wyoming

SUMMARY OF THE 1985 NIRSA CONFERENCE

The 36th Annual Conference of the National Intramural-Recreational Sports Association was held in Columbus, Ohio April 12-17, 1985. The Ohio State University Recreation and Intramural Sports staff is to be commended for a job well done! There were 984 delegates who attended the conference which is a record for the NIRSA.

The conference began on Friday morning with four pre-conference workshops. Over 250 people attended the sessions which covered the areas of student professional development, legal issues, facility management and flag/touch football rules/mechanics. The Opening General Session was held during the evening where Woody Hayes gave an address titled "Looking Forward".

Mini-workshops started off the program on Saturday and covered a variety of topic areas such as outdoor recreation, extramural sports and non-credit instruction. Other events that took place on Saturday included the Media Festival (coordinated by Jeff Coates), Certification Testing, Special Populations Fair, Exhibits Grand Opening and Reception and of course, the annual Souvenir Exchange!

In the afternoon, Kathrine Switzer was featured at the Second General Session where she addressed a full house with a speech entitled "A Marathon Effort". In addition, more than a dozen professional sessions were given covering topics such as job rotation, career opportunities in recreational sports, computer useage, fitness swimming, sports officials and outdoor programs.

Sunday started off with the Sixth Annual Conference Fun Run. Later that morning, the First Business Meeting took place where conference site presentations for 1988 were made by Gene Grzywna for Boston and Norm Parsons for Miami. In addition, Charley Fisher gave his "State of the Association" address and introduced the business issues to the conference delegates.

The noon time highlight for many on Sunday was the luncheon which focused on women's professional issues. For others, the noon hour was spent participating in the noon fitness workout which, on this particular day, featured Kathy Murray (Ohio State University) leading "Buck-I-Robics".

The afternoon was filled with sessions on computers, staff development, sport clubs, fitness instructor training, special populations programming and intramural point systems. The full day concluded by treating the conference participants to a German Night which included a German buffet along with entertainment by Schnickel-Fritz and the now infamous Esther and Glen!

Monday offered a wide array of activities which included over 30 professional presentations. Regional meetings were held during the late afternoon and the following individuals were elected as Executive Vice Presidents:

Region I	David M. Ames, University of Maine-Orono
Region III	Jesse A. Clements, University of Illinois-Champaign
Region V	Stan Campbell, University of Nebraska-Lincoln

At the Student Business Meeting, Debbie Glick (University of South Carolina), was selected as the Student Representative while the Past Presidents selected Gene Lamke (San Diego State University) as their representative on the Executive Committee. That evening, "Phil Dirt and the Dozers" delighted the audience with a variety of memorable 50's and 60's dance music.

On Tuesday morning, the Third General Session was held and featured Dr. Stephen Douglas speaking to a capacity crowd. He addressed the topic "Coping with Stress" in a very real and yet entertaining fashion. Immediately following the General Session, the "Best of the Media" was presented to the crowd.

Tuesday afternoon's events included more professional presentations and the Second Business Meeting. At the meeting, Dr. Mary Daniels (Ohio State University) was selected as the President-Elect and the Miami area in Florida was selected as the conference site for 1988.

The successful five day conference was concluded Tuesday evening with the Honor Award Banquet. The reception and banquet were held in honor of this year's very deserving recipient, Dennis Corrington, from Texas A & M University. The following NIRSA members were also recognized at the banquet for contributions they have made to the Association:

BARBARA BRIMI — University of Texas — Austin
for outstanding leadership and service to the Association as a State Director and Chair of the Non-Credit Instruction Subcommittee.

LORETTA A. CAPRA — Colorado State University
for outstanding leadership and service to the Association as Chair of the Sport Clubs Subcommittee.

DENNIS M. CAREY — University of Wisconsin - Madison
for outstanding leadership and service to the Association as Chair and Consultant to the Public Relations Committee.

GREG JORDAN — Bowling Green State University
for outstanding leadership and service to the Association as a State Director and Chair of the Constitution and By-Laws Committee.

JILL M. SCHINDELE — University of California - Irvine
for outstanding leadership and service to the Association as Chair of the Professional Ethics Committee.

GEORGE TOLIVER — James Madison University
for outstanding leadership and service to the Association as Chair of the Basketball Staff of the Sports Officiating Development Center.

DON BAILEY, JUDI BRYANT, MARY DANIELS, JAMES LEWIS, LOU MARCIANI and **ED MOCKUS** were recognized for their valuable leadership and service as members of the Executive Committee.

FRED BEEKMAN accepted the award for The Ohio State University Recreation and Intramural Sports staff who were recognized for their outstanding service to the Association as Conference Host.

What a winning combination — '85 NIRSA and Columbus!

III. NIRSA CONSTITUTION AND BY-LAWS

National Intramural-Recreational Sports Association Constitution

Preamble

"The National Intramural-Recreational Sports Association is a manifestation of the strong interest in recreational sports activities considered by our society to be a desireable part of the educational and life maturation process. The Association was founded in an interest for the welfare of the great numbers of individuals seeking recreational and physical benefits to complement their lives. These individuals are served through the improvement of recreational sports programs by dissemination of ideas and processes developed by the membership. Promotion of excellence in the broad areas of intramurals, club, and recreational sports activities is the legitimate concern of this organization."

Article I — Name

The name of this organization shall be the National Intramural-Recreational Sports Association.

Article II — Membership

Section 1. Professional Membership

Membership shall be available to all individuals now employed and/or previously directly associated in the administration of intramural and recreation programs. Professional members are entitled to all rights and privileges of the Association. Undergraduate students are not eligible for professional membership.

Section 2. Institutional Membership

Membership shall be available to institutions offering an intramural and/or recreation program. Institutional members are entitled to the official publications of the Association. Institutions shall not be voting members.

Section 3. Life Membership

Professional life membership shall be available for professional members after two consecutive years of active professional membership in good standing.

Section 4. Student Membership

Membership shall be available to graduate and undergraduate students interested in intramurals and/or recreation programming. Student members shall receive a copy of all Newsletters, be entitled to attend the annual conference, be eligible to hold the office of Student Representative to the Association's Executive Committee with executive privileges and be eligible to hold appointive offices. Student members shall not be eligible to vote on official business at the Annual Business

Meeting nor be eligible to hold executive offices determined at the Annual Business Meeting. Annual Proceedings shall not be available for student memberships without additional payment.

Section 5. Emeritus Membership

Membership on an emeritus basis with the same rights and privileges of professional membership may be conferred upon retiring members with ten years of membership in the Association. Nominations for emeritus membership shall be received and verified by the Executive Committee and submitted to the membership for their approval at the Annual Business Meeting.

Section 6. Honorary Membership

Honorary Membership shall be available to individuals or institutions considered worthy by the Association. Upon receipt of nomination, the Executive Committee shall approve or reject membership in accord with Association policy. All rights and privileges for Honorary Membership shall be determined by the Executive Committee. Honorary members shall not be voting members.

Section 7. Associate Membership

Associate Membership shall be available to commercial organizations, companies, or groups who wish to establish an affiliation between their organization and NIRSA. Upon receipt of application, the Executive Committee shall approve or reject membership in accord with Association policy. All rights and privileges for Associate members shall be determined by the Executive Committee. Associate members shall not be voting members.

Section 8. State Association Membership

State Association Membership shall be available to State Intramural-Recreational Sports Associations which desire to affiliate with the NIRSA. Upon receipt of application, the Executive Committee shall approve or reject membership in accord with Association policy as outlined in the Operating Code. All rights and privileges for State Association members shall be determined by the Executive Committee. State Associations shall not be voting members.

Article III — Association's Philosophy and Basic Beliefs

Section 1. The philosophy of the National Intramural-Recreational Sports Association shall be:

"Education has no more serious responsibility than making adequate provision for enjoyment of recreative leisure not only for the sake of the immediate health, but . . . for the sake of its lasting effect upon the habits of the mind." (John Dewey)

In keeping with this statement and embracing the philosophy of developing the total person, the NIRSA views its mission as contributing

to the social, physical, mental, and emotional development of everyone within its domain.

Sport-related leisure activities are reaching unprecedented proportions. Thus, broad-based intramural-recreational sports programs in every institution must reflect the participant's many interests and needs. Every emerging program must be flexible and provide for a variety of healthful experiences at all levels of skill and participation.

Section 2. The basic beliefs that guide the Association shall be:

a. That a vast majority of individuals under our direction are still in the formative and active phases of their lives when vigorous participation in games and recreation is necessary and beneficial.

b. That programs which develop a positive attitude toward life-term fitness are necessary and beneficial.

c. That men and women need to be educated to select both active and passive recreational activities that enrich and enlarge their lives.

d. That the NIRSA has an educational responsibility to encourage its members to promote a complete recreational sports program for the majority of its consumers who cannot or choose not to compete at the varsity level.

e. That sports participation is an important heritage of people, and all individuals should have the opportunity to participate.

Article IV — NIRSA Goals and Objectives

Section 1. The goals of the National Intramural-Recreational Sports Association shall be:

a. To serve the needs of the membership.

b. To promote recreational sports programs which meet the needs and interests of all persons.

c. To contribute to the academic development and understanding of recreational sports programs.

d. To develop intramural-recreational sport associations at more localized levels.

e. To sponsor research and publication of research.

f. To increase the visibility of the National Intramural-Recreational Sports Association.

Section 2. The objectives of the National Intramural-Recreational Sports Association shall be:

a. To provide a medium for exchanging leadership deelopment and growth among professionals.

b. To provide servive functions for its members.

c. To promote philosophical positions about recreational sports to the general public.

d. To recognize and work closely with the State Associations within the NIRSA.

e. To cooperate closely with allied national and international organizations, in health, physical education, and recreation.

f. To assist in the development of appropriate standards of curriculum design to educate recreational sports specialists.

g. To assist in the development of a stronger instructional base in the area of recreational sports programming for physical educators and recreational professionals.

h. To develop a criteria for and to certify intramural-recreational sports professionals.

i. To provide resources and resource persons in all NIRSA areas for any interested institutions, organizations, and/or individuals.

Article V — Officers

There shall be three types of officers (professional elective, student elective, and appointive).

Section 1.

The professional elective officers of the Association shall be President, President Elect, Executive Vice President-Region I, Executive Vice President-Region II, Executive Vice President-Region III, Executive Vice President-Region IV, Executive Vice President-Region V, Executive Vice President-Region VI.

Section 2.

The student elective officer of the Association shall be the Student Representative to the Executive Committee.

Section 3.

There shall be an Executive Secretary elected by a majority vote of the Executive Committee subject to annual review by the Executive Committee. The Executive Secretary shall be the only paid officer.

Section 4.

The term of professional offices except the Executive Vice Presidents' shall be for one year. The Executive Vice Presidents shall serve a two year term, three Executive Vice Presidents to be elected at each election. There shall be an election of President Elect at the Annual Business Meeting. There shall be elections of three Executive Vice Presidents at the Annual Regional Meetings.

Section 5.

The term of the student office shall be one year. There shall be an election of a student representative to the Executive Committee at the Annual Student Section Meeting.

Section 6.

The Executive Committee of the Association shall be composed of the President, Past President, President Elect, Executive Vice Presidents, Representative of the Past Presidents, and the Student Representative. The Executive Secretary shall be ex-officio.

Section 7.

The Chair of the Nominations and Elections Committee shall be the immediate Past President. Six (6) other professional members (one from each region) who have NIRSA membership for at least two years shall be selected by the Executive Committee.

Section 8.

The unexpired term of an elected officer other than the President, who resigns, terminates employment within the region, becomes incapacitated or cannot fulfill their term, shall be filled by an appointment of the Executive Committee. In the event that the President resigns, the appointment shall be filled by an individual serving on the Executive Committee who receives a majority vote from the Executive Committee.

Section 9.

The appointive officers and committees shall be determined by the President, subject to approval by the Executive Committee. The President shall appoint such Ad-Hoc Committees as deemed necessary.

Section 10.

The Executive Committee shall have the authority to act for the Association between Annual Business Meetings. The membership may veto a recommendation or decision of the Executive Committee by a two-thirds majority vote of those present at the Annual Business Meeting.

Article VI — Meetings

Section 1.

The site of the Annual Conference shall be recommended by the Executive Committee and approved by a majority vote of the members present at the Annual Business Meeting plus absentee ballots. If, at the business meeting, a site has not been determined for the appropriate year, a majority vote of the assembled membership shall grant the Executive Committee the power to select a site.

Section 2.

Absentee ballots for the selection of the site of the Annual Conference will be available from the National Office 45 days prior to the Annual Business Meeting upon written request of a current professional member. Completed ballots must be received at the NIRSA National Office at least ten days prior to the Annual Business Meeting. Members who return an absentee ballot and then attend the Annual Business

Meeting must notify the Chair of the Nominations and Elections Committee of their presence at the meeting.

Section 3.

The Annual Conference shall meet only at the sites where it will be possible for the entire membership to meet, dine, socialize, and be housed.

Section 4.

The order of the business shall be prepared and adopted by the President and Executive Committee.

Section 5.

Robert's Rules of Order shall serve as the authority for meeting procedures.

Article VII — Amendments

Section 1.

The Constitution shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting, provided written notice of the proposed amendment shall have been mailed to all members no less than 30 days prior to the Annual Business Meeting.

Section 2.

A proposed amendment to the Constitution shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting, provided the original amendment qualifies for passage in accordance with Article VII, Section 1, and provided the amendment is for purposes of clarification and not for change of principle.

BY-LAWS

Article I — Membership

Section 1.

Membership shall be withdrawn on recommendations of the Executive Committee and two-thirds majority vote of the professional members present at the Annual Business Meeting when a member's conduct shall be judged to be injurious to the Association. Membership may be reinstated after a two year probationary period unless acted upon by the Executive Committee as indicated in the following section.

Section 2.

When a member is suspended or expelled, that member shall have the right to appeal in person or by written statement to the Executive Committee. Upon recommendation of the Executive Committee and two-thirds majority vote of the professional members present at the Annual Business Meeting, the suspended or expelled member shall be reinstated.

Article II — Fees and Dues

Section 1

The annual dues for all classes of membership shall be determined by a two-thirds majority vote of the professional members present at the Annual Business Meeting. Dues shall cover the period September 1 through August 31 and are payable to the Executive Secretary. All paid members shall receive the official publications of the Association as determined by their membership classification.

Section 2.

Assessments, registrations, and special fees must be approved by the Executive Committee.

Section3.

No part of the income of the Association shall inure to the benefit of, or be distributable to, its members, officers, or other private person, except that the Association shall be authorized and empowered to pay reasonable compensation for services rendered and to make distributions in furtherance of the puroses set forth in the articles of this constitution. The Association may be involved, to the extent determined by the Executive officers, in the carrying on of activities which reflect the interest of recreational sports or recreational sports professionals; and the Association may participate in a political campaign on behaf of any candidate for public office who supports recreational sports interests or the interest of its professionals. The Association will carry on activities as permitted to be carried on by an organization as outlined for Federal Income Tax under Section 501 (c) (6) of the Internal Revenue Code of 1954 or the corresponding provision of any other future United States Internal Revenue Law.

Section 4.

If this Association should for any reason be dissolved, the Executive Committee shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association.

Article III — Officers

Section 1.

The election of the President Elect and Executive Vice Presidents shall be held at the Annual Conference. The President Elect is to be elected by a majority vote of all professional members present at the Annual Business Meeting, plus absentee ballots. Executive Vice Presidents are to be elected by a majority vote of all professional members present from the respective region at the Annual Regional Meetings, plus absentee ballots.

Section 2.

The President Elect shall serve a one year term followed by one year as President and one year as Past President. An Executive Vice President shall be elected from each region to serve a two year term. Region I, III, and V shall elect Executive Vice Presidents in odd numbered years. Regions II, IV, and VI shall elect Executive Vice Presidents in even numbered years.

Section 3.

Absentee ballots for the election of President Elect and Executive Vice President will be available from the National Office 45 days prior to the Annual Business Meeting upon written request of a current professional member. Completed ballots must be received at the NIRSA National Office at least ten days prior to the Annual Business Meeting. Members who return an absentee ballot and then attend the Annual Business Meeting and/or Annual Regional Meeting, must notify the Chair of the Nominations and Elections Committee of their presence at the meeting(s).

Section 4.

Regions for the National Intramural-Recreational Sports Association shall be:

Region I — Maine, New Hampshire, Vermont, Massachusetts, New York, Connecticut, Rhode Island, New Jersey, Delaware, Washington D.C., Maryland, Pennsylvania, Europe, Quebec, New Brunswick, Newfoundland, Prince Edward Island, Nova Scotia;

Region II — West Virginia, Virginia, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Puerto Rico, Africa;

Region III — Ohio, Indiana, Michigan, Illinois, Kentucky, Wisconsin, Ontario;

Region IV — New Mexico, Texas, Louisiana, Missouri, Arkansas, Oklahoma, Kansas, Mexico, Central America, South America;

Region V — Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Montana, Wyoming, Idaho, Colorado, Alberta, Saskatchewan, Manitoba;

Region VI — Washington, Oregon, California, Nevada, Arizona, Utah, Alaska, Hawaii, British Columbia, Yukon.

Section 5.

The election of student officers shall be held at the Annual Student Section Meeting. All officers are to be elected by a majority vote of all student members present at the Annual Student Section Meeting.

Section 6.

No individual shall be considered for a professional elective or appointive office until that individual has been an active member of the Association for at least two consecutive years. An individual may hold only one elective office at a time.

Section 7.

Newly elected officers shall assume their responsibilities at the last Executive Committee meeting of the Conference.

Section 8.

No individual shall hold a student elective office unless qualifications are met in accordance with Article II, Section 4 of the Constitution for the year of service.

Section 9.

The Nominations and Elections Committee shall be required to have the written permission of nominees. A slate of at least two persons for each office shall be presented. Written consent of the nominees to be nominated for President from the floor must be submitted to the President prior to the Annual Business Meeting. Written consent of the nominees to be nominated for Executive Vice Presidents from the floor must be submitted to the President prior to the respective Annual Regional Meeting.

Section 10.

Executive Vice Presidents shall be nominated by members from the respective region.

Section 11.

The duties of the officers of this Association shall be outlined in the Operating Code.

Article IV — Duties of Executive Committee

Section 1.

The Executive Committee shall meet whenever necessary to conduct the business of the Association. An Annual Mid-Year Meeting is authorized with appropriate expenses provided for members of the Executive Committee.

Section 2.

The Executive Committee shall report the results of all deliberations to the membership in the annual Proceedings and/or Newsletter and at the Annual Business Meeting.

Article V — Standing Committees

Section 1.

The Association shall have the following committees:

A. Affirmative Action
B. Career Opportunities
C. Constitution, By-Laws and Operating Code
D. Finance
J. Nominations and Elections
K. Proceedings Editorial Board
L. Professional Development
M. Professional Ethics
N. Program

E. Historical
F. Honor Award
G. Journal Editorial Board
H. Marketing Services
I. Membership
O. Public Relations
P. Research
Q. Resolutions
R. Special Interest

Article VI — Amendments

Section 1.

The By-Laws shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting provided written notice of the proposed amendment shall have been mailed to all members no less than 30 days prior to the Annual Business Meeting.

Section 2.

A proposed amendment to the By-Laws shall be amended by a two-thirds majority vote of the professional members present at the Annual Business Meeting provided the original amendment qualifies for passage in accordance with Article VI, Section 1, and provided the amendment of said is for purposes of clarification and not for change in principle.

Printed in September 1985 by the:

National Intramural-Recreational Sports Association
Dixon Recreation Center
Oregon State University
Corvallis, Oregon 97331
(503) 754-2088

IV. - RECORD OF CONFERENCE SITES

1950	Dillard University, New Orleans, Louisiana
1951	Daytona Beach, Florida, Bethune-Cookman College
1952	Howard University, Washington, D.C.
1953	Hampton Institute, Hampton, Virginia
1954	Amherst College, Amherst, Massachusetts
1955	Tufts College, Medford, Massachusetts
1956	Morgan State College, Baltimore, Maryland
1957	Brown University, Providence, Rhode Island
1958	University of Louisville, Louisville, Kentucky
1959	United States Military Academy, West Point, New York
1960	Purdue University, Lafayette, Indiana
1961	Bowling Green State University, Bowling Green, Ohio
1962	New Mexico State University, Las Cruces, New Mexico
1963	Delaware Valley College, Doylestown, Pennsylvania
1964	University of Denver, Denver, Colorado
1965	Florida State University, Tallahassee, Florida
1966	University of Oklahoma, Norman, Oklahoma
1967	United States Naval Academy, Annapolis, Maryland
1968	University of Texas, Austin, Texas
1969	University of California, Los Angeles, California
1970	United States Air Force Academy, Colorado Springs, Colorado
1971	Virginia Polytechnic Institute and State University, Blacksburg, Virginia
1972	University of Illinois, Champaign, Illinois
1973	University of South Florida, Tampa, Florida
1974	Arizona State University, Tempe, Arizona
1975	New Orleans, Louisiana
1976	San Diego, California
1977	Boston, Massachusetts
1978	Chicago, Illinois
1979	Atlanta, Georgia
1980	El Paso, Texas
1981	Philadelphia, Pennsylvania
1982	Portland, Oregon
1983	Nashville, Tennessee
1984	Fort Worth, Texas
1985	Columbus, Ohio
1986	Las Vegas, Nevada
1987	New Orleans, Louisiana
1988	Miami, Florida

V. - RECORD OF PAST PRESIDENTS

1950	William Wasson	Dillard University
1951	William Wasson	University of Michigan
1952	William Wasson	Public School, Pontiac, Michigan
1953	William Wasson	Public School, Pontiac, Michigan
1954	William Wasson	University of Michigan
1955	Ross E. Townes	North Carolina College
1956	Ross E. Townes	North Carolina College
1957	John M. Heffernan	Brown University
1958	John M. Heffernan	Brown University
1959	J. Clinton Hollinger	The Cooper Union

1960	J. Clinton Hollinger	The Cooper Union
1961	Ellis J. Mendelsohn	University of Louisville
1962	George W. Haniford	Purdue University
1963	David O. Matthews	University of Illinois
1964	David O. Matthews	University of Illinois
1965	Ned A. Linta	Delaware Valley College
1966	Ross Wedemeyer	University of Denver
1967	A. A. Rooker	University of Texas
1968	H. Edsel Buchanan	Texas Tech University
1969	Paul H. Gunsten	Virginia Polytechnic Institute & State University
1970	Dan Unruh	San Jose State College
1971	Lynn Reading	Iowa State University
1972	C. E. Mueller	University of Minnesota
1973	Larry Fudge	Boston University
1974	R. J. "Ben" McGuire	University of Illinois
1975	Chuck Schelsky	Oklahoma State University
1976	Bill Thompson	Long Beach City College
1977	Thomas P. Sattler	University of Illinois, Chicago Circle
1978	Bill Manning	University of California, Berkeley
1979	Lou Marciani	University of Southern Mississippi
1980	Lawrence Preo	Marquette University
1981	Gene Lamke	San Diego State University
1982	Bill C. Vendl	Long Beach State University
1983	Tom C. Jones	Central Michigan University
1984	Don C. Bailey	North Texas State University
1985	Charles E. Fisher	Oregon State University

VI. - NIRSA HONOR AWARD RECIPIENTS

1963	George Haniford	Purdue University
1964	Paul V. Keen	University of Oklahoma
1965	John Heffernan	Brown University
1966	Earl Riskey	University of Michigan
1967	Embra C. Bowie	Morgan State College
1968	Albert E. Lumley	Amherst College
1969	William N. Wasson	Wayne State University
1970	Al C. Zuaro	U.S. Merchant Marine Academy
1971	Ross E. Townes	North Carolina Central University
1972	J. Clinton Hollinger	The Cooper Union
1973	Paul H. Gunsten	Virginia Polytechnic Institute
1974	Ned A. Linta	Delaware Valley College
1975	H. Edsel Buchanan	University of Nebraska (Omaha)
1976	A. A. "Sonny" Rooker	Governor's Commission on Physical Fitness (Texas)
1977	David O. Matthews	University of Illinois
1978	C. E. "Pat" Mueller	University of Minnesota
1979	Ellis J. Mendelsohn	University of Louisville
1980	Will M. Holsberry	Oregon State University
1981	William A. Thompson	Long Beach City College
1982	Chuck Schelsky	Oklahoma State University
1983	Louis Marciani	University of Southern Mississippi
1984	William G. Manning	University of California (Berkeley)
1985	Dennis A. Corrington	Texas A & M University